

ST. ANDREWS
PRESBYTERIAN
COLLEGE
LAURINBURG, N.C.

Carl Bennett

C A T A L O G U E



1962 • 1963

Directory of Correspondence

Inquiries for information may be addressed as follows:

General Information Office of the President

Adult Education Chairman of the Program

Admission requirements

Application forms

Scholarships The Dean of Admissions

Financial or business matters

Student employment

Methods of payment Business Manager

Rooms in Residence Halls

Student Activities Dean of Students

Course offerings

Other scholastic matters Dean of the Faculty

Transcripts

Academic Reports

Records of former students Registrar

Summer School Director of Summer School

Employment of Seniors Director of Placement

Gifts, Bequests,

Alumni Interests Development Officer

Visitors to the campus are welcome. Offices of the college are open Monday through Friday from 8:30 to 5:00 and Saturday from 8:30 to 12:00. Appointments for other hours may be arranged.

ST. ANDREWS PRESBYTERIAN COLLEGE BULLETIN

VOL. IV

JANUARY, 1962

NUMBER 1

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Dean's List (Davidson & Decker)

fr & soph 2.0

jr & sr 2.3



ST. ANDREWS
PRESBYTERIAN
COLLEGE
CATALOGUE

JANUARY
1962 - 1963

LAURINBURG, N.C.

SUMMER SCHOOL 1962

FIRST SEMESTER

September 6-7	Thursday-Friday-Faculty Retreat
September 9	Sunday-Freshmen Arrive
September 10-11	Monday-Tuesday-Orientation of Freshmen
September 12	Wednesday-Registration of Freshmen
September 12	Wednesday-Arrival of Upperclassmen
September 13	Thursday-Registration of Upperclassmen
September 14	Friday-Classes Begin-Convocation
September 17	Monday-Faculty Reception
October 16-18	Tuesday-Thursday-Services for Christian Growth
November 5-9	Monday-Friday-Mid-Semester Testing
November 13	Tuesday-Mid-Semester Grades Due
November 20	Tuesday-5:00 p.m.-Thanksgiving Recess Begins
November 26	Monday-8:00 a.m.-Classes Resume
December 19	Wednesday-5:00 p.m.-Christmas Recess Begins
January 3	Thursday-8:00 a.m.-Classes Resume
January 16	Wednesday-Reading Day
January 16-24	Wednesday-Thursday-First Semester Examinations

January 28	Monday—Registration for Second Semester
January 29	Tuesday—Classes Begin
February 12-14	Tuesday-Thursday—Services for Christian Growth
March 15-21	Friday-Thursday—Mid-Semester Testing
March 21	Thursday—5:00 p.m.—Spring Recess Begins
March 28	Thursday—8:00 a.m.—Classes Resume
March 30	Saturday—Mid-Semester Grades Due
May 11	Saturday—Activities Day
May 21	Tuesday—Reading Day
May 22-30	Wednesday-Thursday—Second Semester Examinations
June 1	Saturday—Alumni Day
June 2	Sunday—Baccalaureate Sermon and Graduation Exercises

1962

1963

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TABLE OF CONTENTS

	Page No.
Directory of Correspondence Inside Front Cover	
Calendar of Events	2
Aim	5
General Information	6
Admission	14
Student Life	18
Fees and Financial Aid	25
Academic Program	31
Courses of Instruction	39
Appendix and Index	84



A I M

Its charter provides that St. Andrews Presbyterian College "shall exist in perpetuity for the purpose of nurturing and strengthening faith in Christ as Saviour and Lord, of promoting Christian education, and of extending the influence of liberal education of high quality. To this end it will ever maintain an emphasis upon Christian living and scholarship in an academic community made up of persons dedicated to the promulgation and practice of Christian ideals in all areas of life."

The main objective of the college is to send forth young men and women whose higher education has developed in them scholarly and Christian characteristics. Through Christ the power to transform the lives of people is available and communicable. A Christian college takes this person-centered position of our Lord and Master. Insofar as the Christian college is distinctive, its graduates should show traits such as the following:

- (1) An abiding faith in Jesus Christ as Lord and Saviour
- (2) Intellectual discipline and standards
- (3) Breadth of sympathy and interests
- (4) The power to communicate Christian ideals
- (5) Lively and intelligent Christian citizenship
- (6) Readiness to be useful in the work of the church
- (7) Physical fitness and all-round capacity for growth.

GENERAL INFORMATION

St. Andrews Presbyterian College is a four-year liberal arts college for men and women, owned by the Synod of North Carolina, Presbyterian Church in the United States. It represents a merger, on a new campus in Laurinburg, North Carolina, of three existing Synod colleges: Flora Macdonald, a four-year college for women in Red Springs; Presbyterian Junior, a junior college for men in Maxton; and Peace, a junior college for women in Raleigh. The contemporary physical plant of the college was designed by the architect to be functional and yet retain beauty and comfort. A faculty of high calibre has been gathered and the new and different curriculum has focused national attention on St. Andrews.

Location

St. Andrews lies on the south side of Laurinburg, county seat of Scotland County, at the edge of the famous Sandhills country. The golf resorts of Southern Pines and Pinehurst are nearby. It is at the junction of U.S. routes 401, 15, 501 and 74. These highway arteries plus excellent bus service and proximity to air service make Laurinburg readily accessible from all parts of the country. In addition, a private airport with 6,500-foot concrete landing strips is available.



Accreditation

The college is accredited by the Southern Association of Colleges and Secondary Schools. It is an institutional member of the National Association of Schools of Music and holds membership in the North Carolina College Conference, the American Association of Colleges, and the Presbyterian Education Association of the South.

History

In the early 1950's the Presbyterians of North Carolina were facing the problem of too many colleges for their financial resources and obtained a grant from the Ford Foundation with which to conduct an overall study of the program of Christian higher education in the Synod of North Carolina. One of the results of the study was a decision by the Synod, in 1955, to merge three of its colleges into one at a new site. As plans for the new college developed, this decision was reaffirmed in 1956, 1957, and a timetable adopted by the Synod in 1960. A Board of Trustees was elected with representation from the Boards of Trustees of the three merging schools after these boards had signed the agreement of consolidation. The official agreement of consolidation was filed with the Secretary of State in Raleigh on May 28, 1958, and was called the Charter of the Consolidated Presbyterian College. This event occurred 100 years to the year after the charter of one of its consolidating units, Peace College in Raleigh, was issued.

Subsequently, another foundation grant enabled the Synod to conduct a study leading to the new and unusual features of the St. Andrews curriculum and student life. Long periods of planning by the Board went into the campus design, the curriculum and administrative organization of the new college.

St. Andrews was named in late 1960 after a careful study by a sub-committee of the Board of Trustees. The name has great historical and

traditional significance in the Protestant heritage. Not only was Andrew one of Christ's disciples, but he also became a symbol of Christian evangelism in the history of the church. St. Andrews University in Scotland was a key point in the development of the Protestant church in Scotland. The name "Andrew" is Greek and means "manhood" or "valor."

The merging institutions contributed years of experience and time-honored traditions to the new college. Peace College was founded in 1857 and issued its charter in 1858. After the consolidation, the First Presbyterian Church of Raleigh brought suit to continue Peace College. The court upheld the validity of the merger and ownership of the Peace assets by Synod, but allowed the church to operate Peace separately, under specified restrictions and advance operating budget.

The history of Flora Macdonald College goes back to the founding of Floral College which existed near Red Springs from 1841 to 1878. Floral was an expression of the deep interest in religion and education with which early Scottish settlers of America were imbued. Floral was the first school in North Carolina to grant diplomas to women. Flora Macdonald, named for the colorful Scottish heroine, was founded by Fayetteville Presbytery in 1896 as Red Springs Seminary. In 1903, the name was changed to Southern Presbyterian College and Conservatory of Music in recognition of its outstanding academic program in music. In the hope that the Scottish people of America might raise a large endowment for this college, Dr. James A. Macdonald of Toronto suggested, in 1914, that the name be changed to Flora Macdonald.



Recognizing the need for a junior college for men, Fayetteville Presbytery recommended to the Synod of North Carolina the establishment of such an institution in 1927. The Synod acted favorably in 1928, appointed

a Board of Trustees, and purchased property in Maxton for the campus. The institution was named Presbyterian Junior College and has rendered invaluable service to North Carolina since.

Campus

St. Andrews' fortunate location gives its students a pleasant setting for study and recreation. Laurinburg's climate is similar to that of the winter resorts, Pinehurst and Southern Pines. The area is noted for the beauty of its azaleas, camellias, dogwood, and longleaf pine. The college is equally fortunate in having all buildings, except the gymnasium, centrally air-conditioned. One of the chief attractions of the college is its new, contemporary-style campus. The college owns 838 acres of rolling farmland, most of which lies in the City limits. The campus is located on the northern and southern banks of a 70-acre lake. The college architect won a first-place citation in national competition for the campus design. Expert landscape and educational consultants have been employed to translate



Christian educational philosophy into modern construction. The beauty of the campus is not marred by unsightly poles, since power and telephone lines are underground. The instructional units and dormitories are built with ramps to accommodate paralytic students.

THE LIBERAL ARTS AND SCIENCE BUILDING, the largest building on campus, has an area of 64,000 square feet. One-story on the south side, the building slopes to two-story height on the lake front, and has two enclosed, landscaped courtyards. It contains 17 lecture-classrooms, 7 science laboratories, 2 seminar rooms, 3 business education rooms, home economics department, arts and crafts studio, language laboratory with the latest in modern equipment, 250-seat liberal studies laboratory equipped with visual aids, faculty lounge, 32 faculty offices, and an exhibition lobby area. All laboratories have the most modern equipment. Provision has been made for closed circuit television and audio-visual teaching.



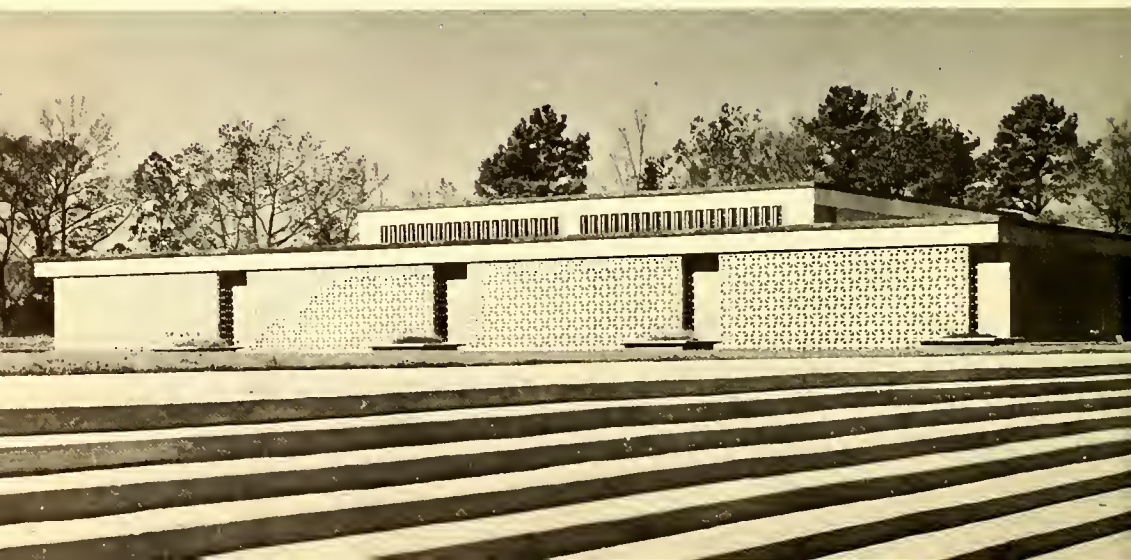


THE DORMITORIES are single and multiple-story to accommodate 96 and 114 students to a building. The single-story buildings are constructed around courtyards. One outstanding feature of all dormitories, especially conducive to develop a spirit of student family living, is the small group unit to accommodate 12 or 16 students. These units include bedrooms, bath, and a lounge. Laundry facilities are conveniently located in each dormitory. In addition, each dormitory has a reception area, residence hall director's apartment, and all required auxiliary facilities.



THE STUDENT CENTER, a two-story glass building with balconies, overlooks the lake on the residential side of the campus. This building, which is the center of the social life of the campus, houses the student lounges, television room, music-listening room, recreational facilities, snack bar, post office, student book store, student activity offices, and cafeteria.

THE MUSIC BUILDING, which overlooks the lake on the south side of the campus, is adjacent to the Auditorium. It contains instrument storage room, choral-recital hall and robe storage, 2 music theory classrooms, a music education classroom, 8 studios for organ and piano, 18



practice rooms, music listening room, library, and faculty offices. The building is soundproof throughout.

THE POWER PLANT, an attractive, modern building on the northern edge of the campus, houses the latest equipment for heating and air-conditioning the entire campus. It is also the center for the electrical distribution system.

THE LIBRARY, a two-story building with a mezzanine, will have a seating capacity of 260. It will contain reference, research, and periodical areas; study carrels; seminar and conference rooms; microfilm and listening rooms; offices and work room. Library capacity will be 65,000 volumes.*

THE AUDITORIUM, located adjacent to the Music Building, will be connected by a covered walkway. It will have a seating capacity of 1200 with stage, concert organ, exhibit area, and lounges.*

THE GYMNASIUM is to be conveniently located between the residences and will provide excellent facilities for both men and women, including a regulation basketball court, classrooms, dressing rooms, and offices. This is the only building not air-conditioned.*

THE ADMINISTRATION BUILDING will house the offices of the administrative officers and the Guidance Center.*

THE CHAPEL will be located on a peninsula built in the lake. The focal point of the campus, this architectural gem will seat 260 and will be equipped with organ, offices for the Dean of the chapel and secretary, robing room, small conference room, and storage spaces.*

THE INFIRMARY will have 8 two-bed wards, 2 private rooms, waiting room, pharmacy, records storage, examination rooms, nurse's office, utility room, kitchen, and nurse's apartment.*

*These buildings are not ready but will be under construction in the near future, probably in the order listed.



A D M I S S I O N

An education at St. Andrews is an adventure—exciting and rewarding. In order to take the greatest advantage possible of the opportunities here, the student must prepare himself, or be prepared, adequately. St. Andrews has no set and stringent barriers to admission. At the same time, it must adhere to sound educational practice in considering prospective students, so that each student's career at the college is as rewarding and exciting as its potential. St. Andrews feels that, once he or she is found to be academically qualified, no student should be denied entrance because of financial need. Naturally, the college expects its students to pay as much of their costs as possible. However, within the limits of its resources, St. Andrews will supplement individual students' funds with scholarships, grants-in-aid and loans.

St. Andrews is committed to the education of those persons who are seeking a college with excellent standards of scholarship in a Christian atmosphere. The application of every such person desiring this type of educational experience will be welcomed and carefully examined.

Types of Admission

For admission as a freshman, the requirements will normally include graduation from a high school accredited by the State Department of Public Instruction. Preparatory training should emphasize the traditional academic subjects. The recommended high school credits include:

English	4 units
Foreign Language	2 units
Mathematics	2 units
Social Sciences	2 units
Natural Sciences	2 units
Electives	4 or more units

If the applicant has not taken all the recommended subjects, the application will not be denied for this reason alone, provided course credits are reasonably similar. However, if the applicant has a year or more of high school remaining, he should make every effort to take the rest of his study in the recommended fields.

Students wishing to transfer to St. Andrews from other colleges will be admitted to advanced standing, provided they meet the academic standards of St. Andrews and submit the admissions credentials as indicated below.

The college admits a limited number of special students who have been graduated from secondary schools but who are not candidates for a degree. These students are classified as Special Students and do not have class standing. Students carrying fewer than 12 hours of credit study because of reasons of health or other special considerations will pay according to the rates for Special Students. Also, those persons enrolled for studio courses in the Conservatory of Music are classified as Special Students.

St. Andrews recognizes its responsibility to those student applicants who, because of ability and achievement, have proved to be superior in their pre-college preparatory study. Such persons will be considered for admission before completion of their high school program. In addition, students who have successfully completed advanced placement courses in high school and satisfied the standards set by the Educational Testing Service, Princeton, New Jersey, may be permitted to matriculate with college credit for such achievement. Applicants who anticipate advanced placement on this basis should write to the Dean of the Faculty for details.



Admissions Procedure

The Admissions Committee will decide upon each application on its own merits, and every applicant will receive individual attention. For admission to St. Andrews, all applicants must follow the procedure as outlined below:

1. For those high school students who are not seniors, a preliminary application may be requested. When this is returned to the Admissions Office it will be kept on file and from time to time other information about the college will be sent to the applicant. A regular application, as noted in No. 2 below, will be sent at the start of the senior year.
2. For high school seniors and other applicants, a request for an Application for Admission form should be made. A fee of \$10.00 should

accompany this completed application when it is returned. This fee covers cost of processing and cannot be refunded or applied to other fees of the college.

3. Arrangements should be made to take the Scholastic Aptitude Test of the College Entrance Examination Board. This test requires no special preparation or study. The test is given several times a year at a number of centers throughout the United States. Information about this test and dates of its administration may be obtained from the high school principal or from:

College Entrance Examination Board
Box 592
Princeton, New Jersey

4. A personal data form (including a health record) will be furnished for completion and return.
5. A transcript of high school credits (and all college credits in the case of transfer students) should be sent directly to the St. Andrews Admissions Office from the high school or college(s) the applicant has attended.
6. Evidence of honorable dismissal from the former school or last college attended is expected of transfer students.
7. Character recommendations by school authorities, the applicant's pastor, and others will be requested.

Acceptance by St. Andrews

The application will be reviewed as soon as all the required material is on hand. If the applicant is accepted for admission, he will be required to make a deposit of \$25.00 in order to hold a place in the next entering class. This deposit will be credited on the semester account. An additional deposit of \$50.00 is required when he reserves a room in the dormitory. This deposit will be credited to the semester account. These deposits are not refundable unless the student is later denied admission by the college.

S T U D E N T L I F E

The life of St. Andrews students is exemplary of fullness in living and learning together. It is touched by the academic program, social activities, citizenship, religion and recreation. The academic program is designed to bring about intellectual competence, familiarity with the learning process, skill and knowledge in special fields, and climaxes with the awarding of a baccalaureate degree. In the social life of the campus, the emphasis is on group living and the student has many opportunities to develop confidence and poise in social activities. Individual responsibility is the keynote of student citizenship. Student government helps plan and regulate the campus life through the Senate, the Student Council and the Honor Council. The religious life on the campus is centered in chapel programs and other activities which provide experiences in worship and spiritual growth. Recreation at St. Andrews includes games and sports, dances, informal and formal musical groups, and many opportunities for filling leisure time.

Students are expected to lead a balanced campus life and participate fully in all of its phases. The philosophy of the college is that neither academic nor social life can function in a vacuum, apart from each other.

The cornerstone of the life of students at St. Andrews is the Honor Code. It challenges the student, as an individual, to make his best contri-



bution in academic excellence and Christian citizenship for the welfare of the total college community.

Each student automatically becomes a member of the Student Government Association upon enrollment and with such act assumes the privilege and responsibility of self-direction and self-discipline. It is expected that the student will exercise initiative in his own growth and development within the framework of the policies and procedures outlined by the Board of Trustees and contributed to by the college administration and faculty, the alumni, and the students themselves through the Student Government Association.



The Student Life Program is coordinated by the Student Life Committee, a body of faculty and student representatives working with the staff of the Dean of Students and the Student Government Association. Through the Office of the Dean of Students, student leaders are delegated as many of the functions of student life as the students willingly and responsibly accept. This student-faculty committee serves as a clearing house and policy advisory board for all matters pertaining to student affairs. Areas in which students exercise leadership in addition to the Student Government Association include the Residence Halls and New Student Orientation. Similar leadership opportunities exist in the Student Center Board, Student Christian Association, in the Intramural Athletic Association, and in the various activity and departmental organizations and clubs.

The Student Government, through its three primary divisions, provides the framework for all students to gain practical experience in self-government. The Student Council, as the executive body, is composed of the leaders of all major divisions and departments and serves as the coordinating and motivating force for the student body. The Honor Council is the chief judicial agency of the S.G.A. and is composed of elected representatives from the student body. The Student Senate, with representatives from the classes and various interest groups, is the legislative body of the S.G.A. Other departments and agencies of the S.G.A. include the Student Center Board and the Publications Board. The Center Board is composed of students and college staff leaders and is concerned with social activities which have their focus in and grow out of the programs and facilities of the Student Center. The Publications Board, composed of student officials, college staff and faculty, is the policy advisory body and coordinating agency for student publications, including the annual and newspaper.

The student life programs are more fully described in the Handbook for Students.



RELIGIOUS LIFE

Every effort is made at St. Andrews by the administration and the Student Christian Association to confront students with the claims of Jesus Christ upon their lives.

This college is owned and operated by the Presbyterians of North Carolina. It is unreservedly committed not only to teach the Christian faith but to live it. All students attend chapel services by classes once a week. Ministers and religious leaders of the state and nation are brought to the campus for these services. Twice a year special Services for Spiritual Growth are held and these are conducted by competent leaders in the churches. The students themselves conduct vespers twice a month. There are discussion groups and prayer cells in the dormitories.

St. Andrews is a four-year, fully accredited liberal arts college, under church control, but not sectarian in its outlook. Nearly one-third of the total credit hours required for graduation is devoted to the program of Christianity and Culture. This is a four year course designed to provide for every student, who is at all receptive, a sound Christian philosophy of life. The whole curriculum is taught in an academic community which respects the truth of religion and by professors who are not ashamed to be called disciples of the Master. Students have available counselors who are equipped to help them find the will of God for their lives. The Guidance Center stands ready to explain the meaning of Christian vocation. The atmosphere on the campus is one of spiritual sincerity, because both teachers and students are searching for the truth. In whatever discipline or subject they find it they acknowledge it to be God's truth.

Faculty people at St. Andrews are selected with two things in mind, neither of which comes first: Intellectual and academic competence, and commitment to Christ and His way. Here on this campus we are trying to merge the intellectual and the spiritual. They should never be separated. It is the purpose of the faculty and administration to find a better way to turn out Christian citizens for the church and the state.

Students on this campus live in small units of twelve to fourteen in suites grouped around a common living room or "noise area." In this atmosphere they must learn to live harmoniously and creatively.

Through the Honor System the students themselves seek to put into practice Christian standards of conduct. Serious violations of this standard are referred to the student councils or to the Executive Committee of the Faculty, and appropriate action is taken.

Here at St. Andrews, Christianity is not just another religion to be studied, but it is the way of life. Jesus Christ is the divine Son of God, the perfect revelation of the Father, and "the way, the truth, and the life."

RESIDENCE HALL LIFE

Campus housing is provided all students not living with their parents, guardians, or husbands or wives, when space available permits. Single undergraduate men and women fully admitted, but for whom no space on campus can be assured, may be permitted to reside off-campus when approved by application to the office of the Dean of Students.

Residence hall life is designed to equip the student for responsible group living and self-discipline. Through the House Council and Residence Director, resident students are able to participate in the planning and operation of the residence halls, as well as the larger campus community program of activities.

Residents are provided meal service in the Student Center Dining Hall each day throughout the regular college year. Both the residence halls and the dining hall are closed during stated vacation and holiday periods. Off-campus students may secure permission to have one or more meals on a regular basis from the Business Manager.



HEALTH AND MEDICAL CARE

A College Health Center with a full-time Resident Nurse and a College Physician available for daily "sick call" is maintained for routine medical and first aid services to the students at no extra charge. For those who have paid the general fee and room and board, overnight care in the Health Center is provided; however, cases needing special or more than casual bedside attention will be referred to a local hospital. Such special care, special medications, and the services of medical doctors off-campus are financial responsibilities of the students and their parents. The College Physician, as well as other medical doctors, may be seen for private consultation off-campus, or at the specific request of a student or parent. Such services are not provided as a part of the College Health Center program.

Through the cooperation of a commercial insurance company, a low-premium accident and sickness insurance plan is available to full-time students. The College recommends strongly that parents secure such insurance protection for their sons and daughters if adequate coverage is not provided through family or individual programs. More information regarding this college-approved and company-administered plan is available in the College Health Center or the Business Office.

MOTOR VEHICLE USE PERMITS

St. Andrews officials recognize that motor vehicle operation hazards exist far beyond the bounds or control of the College and do not encourage students to bring vehicles to the campus. It is believed, however, that some students may have just cause for possession of motor vehicles while enrolled as residents or non-residents.

Students who believe possession of an automobile or operation of a motor vehicle is necessary, may make an application for a permit through the Office of the Dean of Students. Application forms are provided by this office and permission, if granted, requires that the applicant have approval of his or her parents, guardian, or spouse if married, present evidence of personal and property liability protection, and such other data as may be requested for supporting the application. For applicants who are 21 years of age or over and self-supporting, applications must also bear the name of one of the above persons or the next of kin to whom reference may be made in emergencies.

Applications must be approved and in the possession of the applicant prior to bringing a motor vehicle on the campus or he will be subject to appropriate disciplinary action. Students on probation, or with probationary status pending, whether academic or disciplinary, may expect their permissions to operate motor vehicles to be suspended.

Supervision of the motor vehicle use program is coordinated by the Student Traffic Commission and the Office of the Dean of Students.



GUIDANCE AND COUNSELING

The aim of the Guidance and Counseling Program is to provide counseling which will help each student with personal, academic, and vocational problems from the time he first enters the college for admission until after graduation. Pre-college counseling is under the direction of the Dean of Admissions.

St. Andrews cooperates with the General Assembly of the Presbyterian Church, U. S., and the Synod of North Carolina in maintaining a Presbyterian Guidance Center. This department works closely with the Department of Christian Vocation of the Board of Christian Education in offering the advantages of a modern Christian guidance center to persons outside of the college community.

Prospective students are urged to make use of this center during their junior year of high school. Appointments may be made through any Presbyterian minister or by writing to the Director of the Center.

Upon being admitted to the college, each student is assigned an adviser who assists him in becoming oriented to campus life and in planning his academic program. The student maintains the relationship with his adviser for a two-year period when, at the end of the sophomore year, he seeks admission to a department of the college as a major and receives a new adviser assigned to him by that department.

General vocational guidance is under the supervision of the Director of Guidance. Freshmen are given a battery of general aptitude and achievement tests which serve as a basis for later counseling.

Paralleling this general program is a specialized program which offers occupational guidance to each student. This program assists the student to:

- (1) Discover his or her own special interest, aptitudes, talents, and powers.
- (2) Discover the most promising outlets for these special and individual powers.
- (3) Become familiar with the best techniques in obtaining a job.
- (4) Recognize the principal adjustments needed in changing from life on the campus to one in the business world.
- (5) Arrange for interviews with government agencies, business concerns, and other groups interested in employing St. Andrews Presbyterian College graduates; and
- (6) Seek God's will in his life as he serves God through his daily vocation.

READING CENTER

In order to aid students who are having special difficulties in getting the meaning from the printed page, a Reading Center has been established under the supervision of the Director of Guidance. Any student desiring help in diagnosing his reading problems and in undertaking remedial measures may use this service. Counselors and instructors refer students to the Center for help. Any student wishing to improve his reading skills, even though he has no special difficulty, may also use the facilities of the Center.

PLACEMENT CENTER

St. Andrews Presbyterian College offers vocational placement service to senior students and in a limited degree to alumni.

The Bureau of Teacher Placement is directed by the Chairman of the Education Department. This Bureau collects the information and credentials of those desiring the service and makes them available to interested school administrators. Where possible, administrators are invited to the college campus for interviews with the teaching candidates.

The Bureau of Vocational Placement, other than teacher placement, is under the supervision of the Dean of Students. This Bureau serves as a clearing house for information on openings in business, industry, government service, and graduate study. It arranges interviews between interested seniors and representatives from these fields. It also makes known to students summer employment opportunities when such information is available.

FEES AND FINANCIAL AID

St. Andrews seeks to provide an educational opportunity at the lowest possible cost which will afford high quality instruction and comfortable student facilities. Tuition and fees cover only a part of the instructional and operating cost of the college. The difference between such costs and the amount paid by the students must be met by income from endowment, contributions of Presbyterian churches, and gifts of friends who recognize the value of the opportunities offered by St. Andrews.

Expenses

	Day Student Per Year	Per Semester	Resident Student Per Year	Per Semester
Tuition	\$725.00	\$362.50	\$725.00	\$362.50
General Service Fee*	85.00	42.50	85.00	42.50
Room Rent and Service	—	—	225.00	112.50
Board	—	—	400.00	200.00

Music Fees

Tuition for Music Majors\$825.00 to \$875.00

This covers one hour-lesson per week. If more than one course is taken in any semester, an extra charge will be made for each course according to the following rates per semester:

Voice, Piano, Violin, Organ, Flute, Viola, Woodwind,
and Brass Instruments\$50.00
Halftime (one lesson a week) 25.00

Charges for practice per year

Use of Piano (one hour per day) 10.00
Use of Organ (one hour per day) 20.00
Use of Instruments in instrumentation course 10.00

Students who are not majoring in music will be charged for lessons in applied music according to the above schedule. The same rates for practice will apply.

A limited number of non-college studio students from surrounding communities can be accepted. The rate for instruction will be \$180.00 per year. This covers one hour per week of private instruction.

*The General Student Service Fee of \$75.00 covers such items as college infirmary services, laboratory fees, lecture and concert series, musical programs, physical education fees, library services, subscription to the college newspaper, yearbook, and membership in Student Christian and Student Government Associations.

General and Miscellaneous Fees

Cost of books and supplies will vary somewhat according to the course of study.

In addition to these costs, a reasonable allowance should be made for incidental expenditures which include personal necessities, laundry, clothes and miscellaneous items. It should be understood that this total will vary according to individual tastes, requirements, and choice. The college provides many social, recreational, and cultural opportunities which may be enjoyed for little or no extra cost.

Application Fee	\$10.00
Room Reservation Deposit	50.00
Pre-Registration Deposit	25.00
Deferred Payment Fee	10.00
Late Registration Fee	5.00
Paid only if the student registers after the announced registration period.	
Change of Schedule Fee	1.00
This applies to change in program made after the second week of classes in any semester.	
Graduation Fee	15.00
Includes the cost of diploma and rental of cap and gown.	
Transcript Fee	1.00
First transcript is without charge. For each one after that there is a fee of \$1.00.	
Extra Hours (per semester hour)	17.50
In excess of seventeen regular academic credit hours per semester.	
Reduced Hours (per semester hour)	17.50
Less than twelve academic hours per semester.	
Practice Teaching (3 hours credit)	25.00
Each additional hour of credit	5.00
If the student wishes the college to furnish transportation, an additional fee is charged	
Home Management House Residence Fee	
Resident Students	25.00
Non-resident Students	75.00

Application and Pre-Registration Deposits

An application fee of \$10.00 is required of each new student. A pre-registration deposit of \$25.00 is required in order to hold the student's place in the next entering class. Applicants for dormitory reservations who file before May 1 must also make a room reservation deposit of \$50.00, while applicants for dormitory who file after May 1 must make an advance payment of \$75.00, in addition to the pre-registration deposit of \$25.00 and the \$10.00 application fee. All fees except the application fee will be credited to the student's account. Advance payments are not refundable or transferable unless the applicant is refused admission by the college.

Student Accident and Sickness Insurance

St. Andrews Presbyterian College makes available each year a student insurance program at a minimum cost for a twelve months period. A letter and a brochure will be mailed to every student following his acceptance explaining this program in greater detail. The college is vitally concerned with the promotion of good health for its students. Therefore, as a supplement to our existing health facilities, we recommend participation in this program. The plan will cover serious illness and injury requiring hospitalization and surgery.

Laundry Rental Service

A laundry rental service is available and information will be sent to students after their acceptance describing the service. Generally, two sheets, two bath towels, two face towels, and one pillow case are furnished for each student each week.

Accounts Due

All accounts are due and payable on a semester basis. Registration is not completed until all bills are settled. Parents are expected to provide the student with sufficient funds to cover purchases at the college book store.

In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges upward or downward as conditions may warrant.

Deferred Payments

In exceptional cases, subject to prior approval of the President or Business Manager, students registering for more than 12 semester hours may make contracts for semester charges, permitting installment payments. A carrying charge of \$10.00 per semester will be added to the account in all such cases. No statements will be mailed prior to due date. Students who are granted the privilege of paying by installments will not be allowed to take final examinations until full settlement is made.

Refunds

If a student withdraws for any reason within the first three weeks of a semester, one-half of the tuition and fees will be refunded. A charge will be made for a proportionate share of the board, but a full charge will be made for room rent. After the third week, no refunds are allowed except for sickness or a call into the armed services. In case of sickness we must have a written statement of the case from a medical doctor. No refunds will be made without an honorable dismissal from the Dean. Application for refund must be made at the time of withdrawal.

FINANCIAL AID

It is the firm belief of St. Andrews Presbyterian College that our first responsibility lies in serving young people who earnestly desire a college education. While the primary responsibility for providing this education lies with the student and his family, St. Andrews Presbyterian College realizes that financial aid is quite often imperative if a student is to obtain an education in a church-owned institution. With this in mind it is our policy that no qualified student shall be denied an education because of financial need, provided the need is real and the student is willing to cooperate with college officials in working out an aid program.

What is available

There are many sources upon which a student may draw for financial aid which are not controlled by our own scholarship committee, but which may be used at St. Andrews. Among these are:

Presbyterian Scholarship Competition, Board of Christian Education, Box 1176, Richmond, Virginia.

National Merit Scholarship, 1580 Sherman Avenue, Evanston, Illinois (Information available at local high schools).

Prospective Teacher Loan Program, Department of Public Instruction, Raleigh, North Carolina (for North Carolina residents who plan to teach in the public schools in the State).

Local churches and Presbyterian organizations often have funds available for Presbyterian students and the local pastor should be consulted. Other church denominations offer similar aid. In addition many fraternal and civic groups sponsor financial aid programs. There are also available various programs for the children of deceased or disabled veterans of World War I, World War II, and the Korean conflict. This information is available from local Veterans Administration offices.

Under the control of our own scholarship committee we have a program which falls into two general categories: Honor Scholarships, and Grants-in-Aid. The college also participates in the National Defense Student Loan Program, Pickett & Hatcher Educational Fund loans, and other private loan programs. It is possible, in addition to the preceding, to finance a college education through one of several tuition plans which allow the four-year expenses to be spread over a longer payment period.

Applying for Financial Aid

A student, who desires financial aid other than honor scholarships from St. Andrews, may obtain a College Scholarship Service application form from his local high school. He may also request such a form from the College. This application is not returned to the College, but is sent to College Scholarship Service, Box 176, Princeton, New Jersey, NO LATER THAN MAY 1. This independent evaluating agency (C.S.S.) will report to the College the amount of support the family and student should ordinarily be able to provide. All Grants-in-Aid will be assigned on the basis of these reports.

Honor Scholarships

Many honor scholarships are available, administered at a local or national level, for which high-caliber students are urged to apply, and which may be used at St. Andrews Presbyterian College. Each student should investigate these personally since they often differ with localities.

Our College sponsors its own honor program, the Vardell Scholarships, with an annual top award of \$2,400. These scholarships are offered for a four-year period, and are given on a basis of competitive examination, personal interview, four-year high school record, and Christian character.

ALL APPLICATIONS MUST BE IN BY MARCH 1. For further information write:

Dean of the Faculty
St. Andrews Presbyterian College
Laurinburg, North Carolina

In addition to the competitive scholarships, any high school valedictorian is eligible for a \$1,000 scholarship, and any high school salutatorian may receive \$800 if approved by the St. Andrews' Scholarship Committee. These grants are also for a four-year period.

Grants-in-Aid

A Grant-in-Aid is an amount awarded to a student who has demonstrated a definite need, and who will be prevented from attending college unless the sum is received. The value of these grants varies according to the need of the student. The funds are made available through the income received from the endowed scholarship funds as listed in the catalog and through gifts received for the current-scholarship fund.

Some Grants-in-Aid require the student to perform work for the college. Such positions as receptionist or library assistants fall in this category.

A family with more than one son or daughter currently enrolled may receive a grant of up to \$500 per year, if need is demonstrated.

Loans

For those students whose needs exceed the amount the school scholarship program provides, or for those who may be requested to share the load of their financial aid, there are many good loan funds available. Among these are the National Defense Student Loan Program, the Pickett & Hatcher Educational Fund, and the St. Andrews College Loan Fund.

The National Defense Student Loan Fund is a part of the National Defense Education Act which was passed by the Congress in August of 1958, and signed into law by President Eisenhower on September 2 of the same year. Title II of this act provides loans to worthy and needy students in institutions of higher learning. Assistance is in the form of loans that bear no interest until repayment begins, and the borrower is not required to begin repayment until he is out of school one year. While the act provides that a student may borrow up to \$1,000 per year for five years, the school may place any limit it wishes upon the available funds in order to serve the greatest number of applicants.

Special consideration is given to students with superior academic background who plan to become secondary or elementary school teachers, or to students whose academic background indicates a superior capacity for, or preparation in, science, mathematics, engineering, or a modern foreign language. The loan fund is also "reasonably available" to all students who meet the eligibility requirements.

The Pickett & Hatcher Educational Fund grants loans to students who are accepted by the board of trustees of the Fund. Loans bear interest at the rate of 2% per annum during the time the student remains in college. Four months after leaving college, the rate changes to 4% per annum.

For further information concerning these or other loan funds, contact the Dean of Admissions of St. Andrews Presbyterian College.

Other Financial Plans

For those who do not wish, or are not eligible to participate in the regular scholarship program, but have a desire to spread out the payment of fees over a longer period of time, there are several plans available. Some of these are:

Security Tuition Plan
Group Creditor Department
Security Life & Trust Company
Winston-Salem, N. C.

College Assured Plan
Wachovia Bank & Trust Co.
Winston-Salem, N. C.

Educational Funds, Inc.
10 Dorrance Street
Providence, Rhode Island

All of these plans provide for regular monthly payments spread out over a designated period of time. For further information please contact the desired firm directly.

To Renew Financial Aid

All financial aid, with the exception of the honor scholarship program, must be renewed annually. All applications to renew the financial-aid program which is in effect must be made with the office of the Dean of Admissions at the time a student re-registers for the coming school year. Any application filed after this date will be treated as a new application and will lose any priority which might be gained as a renewal. In order to renew any financial aid including loans, or to be granted any aid for the Sophomore, Junior or Senior years a student must have maintained a "C" average in all of his academic work during the past school year. No student who is deficient in hours or quality points will be eligible for aid. No student who maintains an automobile on campus will be eligible for aid, without the express permission of the Dean of Admissions and the Committee on Financial Aid.



A C A D E M I C P R O G R A M

Registration

Toward the close of the semester, each student plans his course program for the succeeding semester in conference with his adviser. New students confer with their advisers during the orientation period. Final registration is completed on a designated registration day at the beginning of each semester.

Necessary changes in registration may be made by the use of forms obtained in the office of the Registrar. The original must be signed by the student's adviser and the Dean of the Faculty. The change is not official until the form is returned to the Registrar. Withdrawal from a course is regarded as a change in registration and is cared for in the manner described. Failure in the course will be recorded for those who do not comply with this request. A student may not register in a course for full credit after the second week of the semester.

Student Program

The normal student load is fifteen or sixteen credit hours per semester. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the adviser. Application for more than seventeen hours must be made to the Dean of Faculty. Under no circumstances will a student be permitted to take more than nineteen semester hours. Physical training and choir are in addition to the normal load permitted. Regularly enrolled students must carry a minimum of twelve semester hours.

Residence

No degree will be conferred upon anyone who has not spent his senior year at St. Andrews Presbyterian College.

System of Grading

Each student receives a grade in his courses at the middle of the semester and at the close of the semester. The mid-semester grades do not appear on a student's transcript; they are designed to give the student an indication of his progress.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	3 per sem. hr.
B	Good	2 per sem. hr.
C	Average	1 per sem. hr.
D	Poor but passing	0
E	Conditioned failure	0
F	Failure	0
I	Incomplete	0
W	Withdrawal	0

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. A quality point average of 1.00 or better in 124 hours of course work is necessary to meet grade requirements for graduation.

Conditions, Incompletes, Failures, and Withdrawals

A grade of conditioned failure (E) may be removed by re-examination. This must be accomplished within the third week of the following semester.

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the semester following the one in which the incomplete was received. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered. If not required, it may be repeated only with the approval of the adviser and the Dean of the Faculty.

A withdrawal (W) is given only when a student withdrawing from college before the end of a semester is doing passing work in the course. Otherwise a grade of failure is recorded.



Classification

Credit for college work is recorded in "semester hours."

The classification of a student depends upon the amount of college work and the number of quality points he has to his credit, and not upon the length of time he has been in college. A student is classified:

- (1) As a senior, upon the completion of ninety semester hours, with grades sufficient to entitle him to ninety quality points.
- (2) As a junior, upon the completion of sixty semester hours, with grades sufficient to entitle him to fifty-four quality points.
- (3) As a Sophomore, upon the completion of twenty-eight semester hours, with grades sufficient to entitle him to twenty-one quality points. No student will be admitted to the Sophomore class who has not removed all entrance conditions.
- (4) As a Freshman, if the regular admission requirements have been met.
- (5) As a Special Student, if, for some approved reason, he is registered for less than twelve semester hours.

Re-Admission

In order to return to college for a second year, the student must have passed a total of 26 semester hours with grades sufficient to entitle him to 20 quality points. For the third year, 60 hours and 54 quality points will be required and for the fourth year, 90 hours and 90 quality points. Summer school credits may be counted in this total.

In order to return to college for a third or fourth year, he must have passed during the previous year a total of twenty-four semester hours with

grades sufficient to entitle him to twenty-four quality points. Summer school credits may be counted in this total.

In meeting these requirements, the total number of semester hours must represent the number of hours actually passed with a grade of D or above. No grade of conditional failure (E) may be counted.

In keeping with the twofold purpose of the College, that of quality higher education and Christian citizenship, applicants for admission or re-admission whose records of achievement and citizenship reveal questionable patterns of behavior will be denied the privilege of enrollment or may be given an appropriate conditional status.

Summer School

The college normally conducts a summer session. Though offerings are less varied than during the fall and spring terms, the summer curriculum, nevertheless, includes a wide range of courses for undergraduates, teachers, and high school graduates who wish to qualify for advanced standing. Regular members of St. Andrews Presbyterian College teaching staff and distinguished visiting professors make up the faculty of the summer school.

Any student desiring to receive credit toward graduation for summer courses at another institution must have the approval of the corresponding department at St. Andrews Presbyterian College. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school.

After completion of such courses, the student must present an official transcript of his record for the summer term to the Registrar. Write to Dr. Louis C. LaMotte, St. Andrews Presbyterian College, Laurinburg, North Carolina, for further information.

Class Attendance

Class attendance is regarded as an essential part of the educational process at St. Andrews Presbyterian College. The student is expected to benefit by classroom discussions as well as by his daily text assignments. In the classroom he gives his reactions and listens to the reactions of his fellow students. In such an educative process, a student loses an irreplaceable value when he misses class.

In accordance with these principles, all absences have an adverse effect upon the teacher's estimate of the student's progress in the course unless made up to the satisfaction of the instructor. The student is to consider himself responsible to the instructor for making up his work.

Classwork missed while students are away on College-approved business or because of illness should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student

in his attempt to make up his loss when such absence is necessary. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment.

Students will file requests to be excused for absence with the Dean of the Faculty by filling out the form in the Dean's office immediately upon their return to classes.

Correspondence Work

Full time students may be enrolled in extension courses and evening courses for credit from other colleges or universities only if they get approval in advance from the Dean of the Faculty.

Six semester hours of work taken by correspondence will be accepted by St. Andrews Presbyterian College toward graduation.

Adult Education

The program of Adult Education offers courses for credit, which are taught under the regulations of St. Andrews Presbyterian College. It also provides opportunity for participation in community service programs for which no college credit is given. Write to Dr. Louis C. LaMotte, St. Andrews Presbyterian College, Laurinburg, North Carolina, for further information.

The Curriculum

Three degrees are offered by St. Andrews Presbyterian College—Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Following are minimum requirements for graduation: 124 academic credits, four years of independent project work, a satisfactory grade in the senior comprehensive examination, completion of a program of concentration studies, and two years of physical education. Candidates for each degree are required to complete with an average grade of C, 124 semester hours of work. A C gives one point for each semester hour of credit, this qualitative requirement is equivalent to 124 quality points.

Requirements for the Bachelor of Arts Degree and the Bachelor of Science Degree.

Basic Liberal Studies:	
Christianity and Culture	36 semester hours
General Science	8 semester hours
General Mathematics	6 semester hours
Humanities	6 semester hours
Foreign Language	6 semester hours
Basic English	6 semester hours
Physical Education	4 semester hours
	<hr/> 72 semester hours
Major requirements:	
Major courses	24 or 30 semester hours
Electives	28 or 22 semester hours
	<hr/> 124 semester hours

Not later than the spring of his sophomore year the student must select the department in which he wishes to major. The requirements in each major field are given at the beginning of the description of courses offered in that department. The additional number of hours required for graduation may be chosen from such courses as the student may desire, provided all necessary requirements have been met.

Students may also major in Bible, English, Biology, Chemistry, Mathematics, History, Foreign Languages, Teaching, Business, Christian Education, Home Economics and Music. Pre-professional training is available in the Ministry, Medicine and Law.

COOPERATIVE ENGINEERING PROGRAM

This program covers three years at St. Andrews Presbyterian College and two years at North Carolina State College. Following are the courses taken at St. Andrews:

Freshman Year

Christianity and Culture 101 & 102	12 semester hours
English—Communication Skills	6 semester hours
Advanced Freshman Math.	
Algebra, Trig., & Plane Analytic Geometry	9 semester hours
General Inorganic Chemistry	8 semester hours
	<u>35 semester hours</u>

Sophomore Year

Christianity and Culture 201 & 202	12 semester hours
Humanities Course	6 semester hours
Physics	8 semester hours
Differential and Integral Calculus	6 semester hours
Physical Education	2 semester hours
	<u>34 semester hours</u>

Junior Year

Christianity and Culture 301 & 302	6 semester hours
Advanced Calculus	3 semester hours
Introduction to Mathematical Statistics, or	
Differential Equations, or Qualitative Analysis	3 or 4 semester hours
Engineering Graphics	4 semester hours
Modern Physics	6 semester hours
Principles of Economics or an Elective	6 semester hours
Physical Education	2 semester hours
	<u>30 or 31 semester hours</u>

BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

The Bachelor of Science in Medical Technology will be granted upon completion of three consecutive years of prescribed work at the college and certification from any one of the following Schools for Medical Technologists approved by the American Society of Clinical Pathologists:

- Bowman Gray School of Medicine, Winston-Salem, North Carolina
- Charlotte Memorial Hospital, Charlotte, North Carolina
- Grady Memorial Hospital, Atlanta, Georgia
- Medical College of Virginia, Richmond, Virginia
- Presbyterian Hospital, Charlotte, North Carolina
- Rex Hospital, Raleigh, North Carolina

The candidate for this degree should complete the following basic requirements:

Christianity and Culture	12 semester hours
English	12 semester hours
Foreign Language	6 semester hours
Mathematics	6 semester hours
Psychology	3 semester hours
Chemistry	16 semester hours
Biology, (Botany, Zoology, Bacteriology, Anatomy, Embryology)	16 semester hours
Three years of Physical Education	No credit

Electives should include Physics, Broad General Education, English, Social Science, Art and Humanities. Advanced Mathematics and typing would also be helpful.

BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science Degree in Nursing will be granted upon the successful completion of two consecutive years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing in Charlotte, North Carolina. Sixty-two semester hours of credit and sixty-two quality points are assigned to the courses carried in the Hospital in order to complete the minimum requirements of one hundred twenty-six semester hours and one hundred twenty-six quality points.

Following are suggested arrangements of courses leading to the degree of Bachelor of Science in Nursing:

FRESHMEN

Subjects	semester hours
Christianity & Culture	12
English	6
Chemistry or Biology	8
Electives	6
Physical Education	2
	—
Total	34

SOPHOMORE

Subjects	semester hours
English	6
Mental Hygiene	3
Christian Marriage and the Family	3
General Psychology	3
General Sociology	3
Science	8
Electives	6
Physical Education	2
	—
Total	34

ELECTIVES

Chemistry
Education
Foods
History
Language

Mathematics
Music
Physics
Psychology
Social Science

NOTES

NOTES



COURSES OF INSTRUCTION

THE CHRISTIANITY AND CULTURE PROGRAM

The Christianity and Culture Program is a four-year, inter-departmental, general education program required of all B.A. students. Those not taking the B.A. degree take parts of this program in accordance with the requirements for their degree. This program combines studies in Bible, philosophy, history, literature, and the social sciences.

101. **FIRST SEMESTER, FRESHMAN YEAR. Cr. 6.** A study of the Hebraic and Greek sources of our culture. This will involve an intensive study of the Old Testament and of the great works of the Golden Age of Greece. The concluding sessions will be devoted to a comparison and contrast of the major characteristics and ideas of these two cultures.
102. **SECOND SEMESTER, FRESHMAN YEAR. Cr. 6.** A study of the contributions of Christianity (the New Testament) and of classical Graeco-Roman culture to the development of Western civilization. At the end of the semester the major characteristics and ideas of each will be brought together to determine the extent of the influence of each upon the other.
201. **FIRST SEMESTER, SOPHOMORE YEAR. Cr. 6.** A study of the development of Western civilization from the fall of Rome through the 17th century, with special reference to the influence of Christianity upon this development. Major areas of study will include the High Middle Ages, the Renaissance, the Reformation and the Age of Reason.
202. **SECOND SEMESTER, SOPHOMORE YEAR. Cr. 6.** This course will continue the study begun in the first semester, carrying the development of Western Civilization through the 18th and 19th centuries. Major areas of study will be the Enlightenment,

the Age of Revolutions, the development of science, and the fragmentation of the Christian Church.

301. FIRST SEMESTER, JUNIOR YEAR. Cr. 3. A study will be made of Afro-Asian cultures and their contributions to the West. An effort will also be made to deal with the influence of Christianity upon these non-Western cultures as a consequence of the missionary movement.
302. SECOND SEMESTER, JUNIOR YEAR. Cr. 3. The twentieth century will be the subject of study during this semester. The approach will be through problem and case studies, utilizing all the resources of our twentieth century to understand the world we live in and the relation of the Christian Church to that world.
- 401-402. FIRST AND SECOND SEMESTERS, SENIOR YEAR. Cr. 6. This year will be spent in helping the student to develop his own philosophy of life in the light of his dual heritage of culture and the Christian faith, and in sharpening his powers of critical and reflective thinking. To this end he will study some of the major writings of the past and present, perhaps going back to some of the works that were studied in part in the earlier semesters of the Christianity and Culture Program.

The basic liberal arts works taken in other colleges by students transferring into this Program will be given credit toward a degree. Students transferring from this Program to other schools will be given appropriate credit in the fields of Bible, history, literature, philosophy, and social science.

ART

The Art Department will offer a major in art in the near future. Further information on courses to be offered, degree requirements, etc. may be obtained directly from the Art Department.

- 201-202. STUDIO ART. Cr. 6. A study of the elements and principles of art with emphasis upon individual creative experiences in a variety of media (charcoal, oils, watercolors, etc.); six hours per week.
301. ART: COLOR AND DESIGN. Cr. 3. A basic course in the field of design for home economics majors. Lecture 1 hour; laboratory 4 hours.
302. PRACTICAL ART. Cr. 2. A course designed to teach basic skills necessary for lettering, poster work and layout along with other utilitarian forms of art; 4 laboratory hours.
- 303-304. DRAWING AND PAINTING. Cr. 2. A course meeting one evening per week designed to give assistance to beginning students in

the use of charcoal, oils, watercolors, etc. Weekly assignments will be carried on outside of class with regard given to the individual's choice of media; 4 laboratory hours.

401. **HISTORY AND APPRECIATION OF ART.** Cr. 3. A survey of art from prehistoric times to the present day; 3 class hours.
403. **ART IN THE ELEMENTARY SCHOOL.** Cr. 3. A course designed to meet the needs of elementary teachers. Creative experiences with the various art media including paint, chalk, clay, etc. Emphasis on the relationship of art to the school curriculum. Lecture 1 hour, laboratory 4 hours.

BIBLE AND CHRISTIAN EDUCATION

Major requirements: For a major in Bible and Christian Education which will prepare a student to become an Associate in Christian Education, the following courses are required: Bible 301, 302, 303, 304, 401, 402; Christian Education 303, 304, 405, 406. Two independent projects are required during the Junior and Senior years; one related to Biblical or theological study, the other to some area of Christian Education. The Christian Education project will consist of observations and one semester of supervised church work. The total number of hours required will be determined in consultation with the professors in the department. For a major in BIBLE the following courses are required: Bible 301, 302, 303, 304, 401, 402, 404. Two independent projects are required during the Junior and Senior years. Both projects should be related to some area of Biblical or theological study. If approved, the project of the Junior year may be continued in the Senior year.

Bible

301. **OLD TESTAMENT THEOLOGY.** Cr. 3. An intensive study of several distinctive ideas of the Old Testament such as The Covenant, The Messiah, and The Law. A study of the inter-testament period will be included in this course.
302. **NEW TESTAMENT THEOLOGY.** Cr. 3. An intensive study of several distinctive ideas of the New Testament such as The Kingdom of God, The Church, and Eschatology. A study of the early beginnings of Christianity in the late and post apostolic periods will be included.
303. **PROPHETS.** Cr. 3. A study is made of the rise of the prophetic movement in Israel with special emphasis on the teaching of Amos, Hosea, Micah, Isaiah, and Jeremiah.
304. **LUKE-ACTS.** Cr. 3. A study of the person and work of Christ, and of the expansion of the early Church as portrayed in Luke-Acts. Where appropriate some of the letters of Paul will be studied.

401. **SYSTEMATIC THEOLOGY.** Cr. 3. A study of the basic beliefs of the Christian faith. Emphasis will be given to the Reformed tradition as well as to contemporary theological trends.
402. **SENIOR SEMINAR IN APPLIED CHRISTIANITY.** Cr. 3. This seminar is designed to provide students with an opportunity to investigate the presuppositions, theories and applications of the Christian faith to life. The seminar procedure and requirements will be arranged by the professor with the students.
403. **AMERICAN RELIGIOUS THOUGHT.** Cr. 3. A study of American religious history. Primary emphasis will be given to the contributions of religious leaders and theologians in America.
404. **CONTEMPORARY RELIGIONS OF THE WORLD.** Cr. 3. A study of the historical and contemporary religions of the world, designed to familiarize the study with religious thought other than Christian.
415. **METHODS OF TEACHING BIBLE.** Cr. 3.

Christian Education

303. **AN INTRODUCTION TO CHRISTIAN EDUCATION.** Cr. 3. A brief historical background of Christian Education and a study of the basic psychological principles employed in the process of Christian Education.
304. **THE CHRISTIAN EDUCATION OF YOUTH.** Cr. 3. A study of the factors making for successful work with young people. Special consideration is given to the characteristics and problems of youth and the type of church program necessary to serve their needs.
405. **THE CHRISTIAN EDUCATION OF CHILDREN.** Cr. 3. A study of the characteristics and problems of children of various age levels from nursery through junior age. Special consideration is given to the type of church program necessary to serve their needs.
406. **THE PROGRAM OF CHRISTIAN EDUCATION IN THE LOCAL CHURCH.** Cr. 3. A study of the total program of education in a local church with special emphasis on the administration and practical problems of the church school organization.

BUSINESS AND ECONOMICS

The Department of Business and Economics offers the Bachelor of Science degree with majors in Business Administration or in Business Education. The following courses are required of all majors in the Department: Principles of Economics 207-208, Consumer Economics 314, Business

English 205, Principles of Accounting 209-210, Typewriting 103-104, Office Practice 203, Office Management 407, Work Experience 416 or Student Teaching (Education 415).

In addition to the courses listed above, Business Administration majors are required to take Business Law 315-316 and Accounting 309.

Business Education

Students preparing for teaching business subjects may meet the requirements for teacher certification. Advisers will assist majors in Business Education in working out their courses to meet certification requirements.

St. Andrews Presbyterian College is a member of the National Association of Business Teacher Training Institutions.

Business Administration

Majors in Business Administration should concentrate in some area of interest—accounting, marketing, management, and economics. A program of study may be worked out with the Faculty of the Department of Business and Economics.

Business

- 103-104. **TYPEWRITING.** *Cr. 4.* Development of keyboard techniques and control, letter styles, tabulation, and other typewriting problems. (This course may not be credited toward the B.A. Degree.)
- 201-202. **SHORTHAND.** *Cr. 6.* Principles of Gregg Shorthand Simplified; development of skill in reading, taking dictation, and transcribing notes.
- 203. **OFFICE PRACTICE.** *Cr. 6.*
 - 203 A. Office Practice: (Cr. 2) Filing practices.
 - 203 B. Office Practice: (Cr. 2) Business mathematics and machines.
 - 203 C. Office Practice: (Cr. 2) Business forms and office procedures.
- 204. **ADVANCED TYPEWRITING.** *Cr. 3.* Development of speed; letters; business forms and legal documents; office problems.
- 205. **BUSINESS ENGLISH.** *Cr. 3.* A thorough study of the principles involved in writing effective business letters and reports with emphasis on English fundamentals.

*If a student wishes to take two years of Accounting in lieu of Shorthand, he may take Principles of Accounting the first year and Intermediate Accounting the second year.

- 209-210. **PRINCIPLES OF ACCOUNTING.** Cr. 6. The development of the fundamental principles of accounting for professional and business enterprises through discussions, exercises, workbook, and practice sets.
- 301-302. **SHORTHAND.** Cr. 6. Review of theory; skill in taking dictation and transcribing of notes; stress on vocabulary, English fundamentals, and office procedures and standards.
304. **SECRETARIAL PRACTICE.** Cr. 3. Office materials, practices, and procedures; transcription; office machines. (Prerequisites: Office Practice 203 and Shorthand 301.)
309. **INTERMEDIATE ACCOUNTING.** Cr. 3. An analysis of each item on the balance sheet and the income statement considered from the point of view of matching expenses with revenues.
310. **ADVANCED ACCOUNTING.** Cr. 3. Advanced theory in the evaluation of alternative methods and procedures for accounting for partnerships and corporations.
312. **MARKETING.** Cr. 3. Marketing problems, functions, and institutions, price policies, merchandising, governmental control.
313. **RETAILING.** Cr. 3. Retailing principles and methods. Emphasis on an understanding of the structure of retailing, the problems associated with store operation, and opportunities in retailing for college-trained men and women.
- 315-316. **BUSINESS LAW.** Cr. 6. Survey of law and its administration, contracts, principal and agent, employer and employee, negotiable instruments, principal and surety, insurer and insured, bailor and bailee, carriers and shipper, bankruptcy, torts and crimes.
402. **INCOME TAX ACCOUNTING.** Cr. 3. Federal and state income laws; practice in preparing returns for individuals, partnerships, and corporations.
403. **COST ACCOUNTING.** Cr. 3. A thorough study of cost systems; including job order, process, standard costs, and control of costs. Practice in order and process cost accounting.
404. **STATISTICS.** Cr. 3. A study of statistical methods with emphasis upon business and economic data, including such techniques as collecting, classifying, tabulating, graphing, and combining data in frequency distributions; index numbers; time series correlation; and preparation of reports.
405. **AUDITING.** Cr. 3. A course in auditing theory and practice with auditing procedures established by the American Institute of

Accountants, including a study of the duties of both junior and senior accountants.

- 407. **OFFICE MANAGEMENT.** *Cr. 3.* A study of office organization, buildings, equipment, personnel, supervision, and flow of work and control.
- 408. **PERSONNEL MANAGEMENT.** *Cr. 3.* The basic principles of management; personnel policies, employment procedures, rating and classification, remuneration plans, handling of grievances with emphasis on human relations, promotion and transfer of personnel records.
- 409. **SEMINAR.** *Cr. 3.* An individual research project with a written report in marketing, management, banking, or business organization under the direction of the faculty.
- 415. **METHODS OF TEACHING BUSINESS SUBJECTS.** *Cr. 3.* A study of the principles of business education, classroom methods and procedures, the curriculum, and the content of courses.
- 416. **WORK EXPERIENCE.** *Cr. 3.* A minimum of 240 hours of approved work experience in an office or business organization with reports and ratings by both employer and supervising instructor.

Economics

- 207-208. **PRINCIPLES OF ECONOMICS.** *Cr. 6.* A survey of our economic system, production, exchange, distribution and consumption of wealth, business cycles, and other economic problems.
- 305. **LABOR PROBLEMS.** *Cr. 3.* Labor problems with particular emphasis upon their legal aspect; foundation of the labor movement, the social and political program it seeks to carry through, the labor contract, social insurance legislation, and child labor laws.
- 306. **COMPARATIVE ECONOMIC SYSTEMS.** *Cr. 3.* A study of the theory, programs, and practices of various economic systems with special emphasis on capitalism, communism, fascism, socialism, and cooperation.
- 314. **CONSUMER ECONOMICS.** *Cr. 3.* Personal and family money management, choice of goods, housing, insurance, investments, and private and public aids for the consumer.
- 318. **ECONOMIC GEOGRAPHY.** *Cr. 3.* The resources and industries of the world, including production, distribution, and consumption of the basic commodities. Special emphasis on American resources.

406. MONEY AND BANKING. Cr. 3. A study of the causes and effects of changes in the value of money, including the Federal Reserve System, the Treasury, international banking, commercial banking, monetary policy, and fiscal policy.

Advanced courses may be offered only in alternate years.

EDUCATION AND PSYCHOLOGY

The program of offerings by the Department of Education and Psychology is designed to meet the needs of students in two areas:

1. The liberal arts student who wishes to take *elective* courses for purposes of personal enrichment and exploration.
2. The student wishing pre-professional and professional preparation for teaching. This includes the courses necessary to meet the certification requirements of the North Carolina Department of Public Instruction.
 - A. *Elementary school certification* requires (1) eighteen semester hours of credit in Education emphasizing the Pupil (6 S.H.); the School (6 S.H.); and Teaching and Practicum (6 S.H.); (2) specific academic subjects in addition to the basic liberal studies including Children's literature (3 S.H.); American History (6 S.H.); Government (3 S.H.); Geography (6 S.H.); Art (6 S.H.); Music (6 S.H.); and Health and Physical Education (6 S.H.).
 - B. *Secondary school certification* requires: (1) eighteen semester hours of credit in Education emphasizing the Pupil (6 S.H.); the School (6 S.H.); and Teaching and Practicum (6 S.H.); (2) completion of college requirements for a major in a chosen academic field. It is advisable for the high school teacher to complete state requirements for teaching in a second academic field when possible.

Opportunity for guided observation and supervised teaching is provided for qualified seniors in the public schools of North and South Carolina near Laurinburg. The Department also maintains a Placement Service to assist prospective teachers in locating suitable positions.

Education

201. INTRODUCTION TO TEACHING. Cr. 3. A study of the vocation of teaching and the organization and functions of public education in America. Designed for students entering the field of teacher education.
303. HISTORY OF EDUCATION. Cr. 3. A study of educational theories and practices from earliest times to the present, with emphasis on the development of education in the United States.

304. EDUCATIONAL MEASUREMENTS. *Cr. 3.* This course is designed to give an understanding of the function of measurement in education, and a working knowledge of materials, methods, and techniques used in measuring ability and achievement. Practice in administering tests and interpreting results is a part of the course.
312. GUIDANCE AND COUNSELING. *Cr. 3.* An introductory course in the purposes, processes, organization and resources for guidance and counseling within the educational institution. Special attention will be given to the practical aspects of such a course from the viewpoint of the teacher, guidance specialist and the administrator, by introducing case studies.
319. CHILDREN'S LITERATURE. *Cr. 3.* A survey of traditional and modern literature suitable for children in the elementary school, together with a discussion of its place in the integrated curriculum.
404. GRAMMAR GRADE METHODS. *Cr. 3.* Modern methods and techniques of guiding the educational growth and development of the grammar grade child through mastery and purposeful use of the tool subjects—arithmetic, reading, language, spelling, and writing—and through integrated instruction centering in child interests and activities in social studies, natural sciences, and arts.
405. PRINCIPLES OF ELEMENTARY EDUCATION. *Cr. 3.* In this course consideration is given to changing conceptions of education with emphasis upon the function, content, organization, and conduct of the elementary school, the needs and methods of guidance of the elementary student.
406. PRIMARY METHODS. *Cr. 3.* Modern methods and techniques of guiding the educational growth and development of the primary child through integrated instruction in the tool subjects—arithmetic, reading, language, and writing—as used in experience in social life, natural sciences and arts, and centering in adjustment to classroom activities and cooperative effort in living and working together.
407. PRINCIPLES OF SECONDARY EDUCATION. *Cr. 3.* A study of the American high school, its development, function, organization, and curriculum; and principles of guiding and instructing high school youth.
408. PHILOSOPHY OF EDUCATION. *Cr. 3.* The purpose of this course is to guide prospective teachers in their evaluation of educational theory and practice in terms of basic philosophies, and to aid in their development of a philosophy of education which will function as a basis for effective teaching.

415. **STUDENT TEACHING.** *Cr. 3.* This course provides for observation and teaching in elementary grades or in the high school, and for participation in various school activities. Regular conferences with supervising teachers furnish opportunity for evaluation and guidance. A minimum of ninety hours in the classroom is required, at least forty-five of which must be teaching. Admission to this course is granted only to qualified seniors. Additional credit may be earned for certificate requirements of other states.

Psychology

201. **GENERAL PSYCHOLOGY.** *Cr. 3.* An introductory study of the principles of human behavior, and such topics as heredity, maturation, development, motivation, learning and thinking are considered. This course is a prerequisite for all other courses in Psychology except Psychology 305, 306, 307, and 308.
301. **MENTAL HYGIENE.** *Cr. 3.* An introductory study of the personality factors important in mental health, and the causes and care for mental illnesses. Emphasis is placed upon those principles which effect the development of good mental health.
305. **EDUCATIONAL PSYCHOLOGY.** *Cr. 3.* A study of individual differences; growth and adjustment; the learning process; motivation; basic principles of guidance and evaluation of learning. This course is a prerequisite for Psychology 306, 307, and 308.
306. **PSYCHOLOGY OF CHILDHOOD.** *Cr. 3.* A study of the physical, mental, emotional, and social development of the child. The course provides for experiences with children in natural situations as a means of understanding child nature and needs.
307. **PSYCHOLOGY OF EXCEPTIONAL CHILDREN.** *Cr. 3.* A study of the special needs of atypical children and their problems of adjustment.
308. **PSYCHOLOGY OF ADOLESCENCE.** *Cr. 3.* A study of the physical, mental, emotional, and social characteristics of adolescent youth in order to understand their problems and potentialities.
315. **BUSINESS AND INDUSTRIAL PSYCHOLOGY.** *Cr. 3.* A course designed to acquaint the student with the special areas of psychology applicable to business and industry. Such topics as employment; job analysis and placement; employee efficiency, morale and up-grading; employee problems and counseling; as well as labor, employee and customer relations, are considered.
320. **SOCIAL PSYCHOLOGY.** *Cr. 3.* A course dealing with those topics which are related to the fields of Psychology and Sociology, and

involving both individual and group psychological behavior implications. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs and propaganda.

401. **PERSONALITY DEVELOPMENT.** Cr. 3. Prereq.: Psy. 301. This course involves the study of personality development and the theories and dynamics of such development. It purposes to have the student discover, through study, those factors and processes which contribute to personality development, with particular emphasis upon the well-adjusted personality.
402. **ABNORMAL PSYCHOLOGY.** Cr. 3. Prereq.: Psy. 401. This study is designed to investigate carefully the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques considered.

ENGLISH

Requirements for a major in English: A minimum of thirty hours in English beyond the freshman level, including the following courses: 301-302; 307, 308, 406, or 407; 305 or 306; 309, 310, or 311; and 409. For those desiring a North Carolina teacher's certificate in English, 303 is required. English majors who plan to enter graduate school are reminded that three years, or a reading knowledge, of French or German is usually required in the master's program, and the same French and German for the doctorate.

- 101-102. **COMPOSITION AND RHETORIC.** Cr. 6. Training in the ability to think clearly, read intelligently, and write and speak clearly, correctly, effectively. Study and discussion of the principles of good prose as revealed in the work of skilled writers. Much practice in writing.
- 301-302. **SURVEY OF ENGLISH LITERATURE.** Cr. 6. Prereq.: Eng. 101-102. A study of the masters of English poetry and prose from Beowulf through the nineteenth century, emphasizing literary appreciation.
303. **ADVANCED GRAMMAR AND COMPOSITION.** Cr. 3. A study of modern English syntax, inflection, word order in the light of their development, with the aim of achieving a clear understanding of matters of present-day grammatical correctness and incorrectness. Practice is given in the organization of materials through the writing of various types of essays.
304. **ENGLISH DRAMA.** Cr. 3. A study of representative plays illustrating the development of drama in England from the beginnings to the closing of the theaters in 1642.

- 305-306. AMERICAN LITERATURE. Cr. 6. A survey of American poetry and prose through the American Renaissance in the first course and through the twentieth century Poetry Revival in the second.
307. SHAKESPEARE: THE MAJOR COMEDIES AND HISTORIES. Cr. 3. Intensive study of about ten plays. The reading of a reputable biography of Shakespeare, an oral report, and a course paper are required.
308. SHAKESPEARE: THE TRAGEDIES. Cr. 3. Intensive study of about nine plays and the sonnets. An oral report and a course paper are required.
309. POETRY AND PROSE OF THE ROMANTIC PERIOD. Cr. 3. Study of the chief Romantic poets and the writers of critical and imaginative prose, exclusive of novel.
310. POETRY OF THE VICTORIAN PERIOD. Cr. 3. Major emphasis is placed on Tennyson, R. Browning, and Arnold. A course paper is required.
311. PROSE OF THE VICTORIAN PERIOD. Cr. 3. Extensive reading in the prose of Arnold, Newman, Carlyle, Ruskin, Pater, Huxley, and Mill. About six novels are included.
312. ENGLISH LITERATURE, 1660-1744. Cr. 3. A study of English literature, from the Restoration to the death of Pope. Oral reports and a course paper are required.
313. ENGLISH LITERATURE, 1744-1798. Cr. 3. A study of English literature from the death of Pope to the beginning of the Romantic Period. Oral reports and a course paper are required.
401. THE ENGLISH NOVEL. Cr. 3. A study of the English novel from Richardson to Hardy. Lecture and discussion. Reading of eighteen to twenty novels.
403. MODERN DRAMA. Cr. 3. Extensive reading and study in the works of representative European, British, Irish, and American dramatists from Ibsen to Tennessee Williams with special attention to purposes, themes, and techniques.
404. TWENTIETH-CENTURY AUTHORS: BRITISH. Cr. 3. Extensive reading and study of the leading British writers from Hardy to the present day.
405. TWENTIETH-CENTURY AUTHORS: AMERICAN. Cr. 3. Extensive reading and study of the leading American writers from Edwin Arlington Robinson to the present day. About thirty-five writers are included.

406. CHAUCER. Cr. 3. Study of *Troilus and Criseyde* and *The Canterbury Tales* as works of literary art.
407. MILTON. Cr. 3. Intensive reading of Milton's poetry, with major emphasis on *Paradise Lost* and *Paradise Regained*. Collateral readings from the prose works. Oral reports and a course paper are required.
409. DEVELOPMENT OF THE ENGLISH LANGUAGE. Cr. 3. Study of the history of the language as a basis for an understanding of present-day English and an enlightened attitude toward current tendencies and questions of usage.
415. THE TEACHING OF ENGLISH LITERATURE AND COMPOSITION IN HIGH SCHOOL. Cr. 3. Study of helpful methods of carrying on the varied and multiform work of a teacher of English and a detailed and practical consideration of problems prospective teachers are likely to encounter in teaching English in high school.

Certain of the courses listed above will be alternated regularly; others will be given, as far as possible, according to the needs and desires of students electing advanced courses.

FOREIGN LANGUAGES

French

Major Requirements: Twenty-four semesters in French beyond the course French 103-104. This should include French 201-202, 203, 301, and twelve additional hours. Prospective teachers will need to include French 204 and French 415 in their program of study.

- 101-102. ELEMENTARY FRENCH. Cr. 6. Fundamentals of grammar, composition, phonetics, pronunciation, and diction. Regular use of the language laboratory is required in this course. During the second semester, selected graded readings from French authors will be studied. Students who present two high school units in French may not take French 101-102 for credit.
- 103-104. INTERMEDIATE FRENCH. Cr. 6. Prereq.: 101-102, or two high school units with evidence on placement test that student is prepared to enter the course. A thorough review of grammar, verb forms, composition, diction and pronunciation. Selected readings from French authors will also be studied. Students are required to use the language laboratory regularly.
- 201-202. SURVEY OF FRENCH LITERATURE. Cr. 6. Prereq.: 103-104. A survey of the masterpieces of French literature from the Middle

Ages to the present. Lectures and class discussions concerning the development of the literature, style and syntax. Collateral readings and reports. This course is the prerequisite to all more advanced literature courses.

203. FRENCH CONVERSATION. Cr. 3. Prereq.: 103-104. Intermediate course in conversation and pronunciation. Conducted in French. Designed to build basic, practical conversational vocabulary. Students in this course will make regular use of the language laboratory.
204. ADVANCED FRENCH CONVERSATION AND PHONETICS. Cr. 3. Prereq.: 203. A course in conversation, comprehension, and pronunciation of French. Conducted exclusively in French. Attention will be given to phonetics and pronunciation problems likely to be encountered by French teachers. Students will make regular use of the language laboratory.

The following more advanced courses will be taught in alternating years.

301. FRENCH HISTORY AND CIVILIZATION. Cr. 3. Prereq.: 201-202 or 203. A course designed to present the development of French culture from early times to the present day, with emphasis on France's place in the contemporary world. Lectures, collateral readings, and reports.
303. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. Cr. 3. Prereq.: 201-202. A study of the literature of the seventeenth century, giving special emphasis to the "Grands Classiques."
304. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. Cr. 3. Prereq.: 201-202. The study of the eighteenth century French literature, including the neo-classical writers, "philosophes", and precursors of Romanticism.
305. FRENCH LITERATURE OF THE NINETEENTH CENTURY. Cr. 3. Prereq.: 201-202. A study of representative authors and major movements of the nineteenth century, including Romanticism, Realism, Naturalism, and Symbolism.
306. CONTEMPORARY FRENCH LITERATURE. Cr. 3. Prereq.: 201-202. A study of the major trends in the French literature of this century and authors representing each movement.
415. MODERN LANGUAGES IN THE HIGH SCHOOL. Cr. 3. A study of methods, materials, and problems of teaching modern languages in the high school. The course is required of prospective teachers. THIS COURSE DOES NOT COUNT TOWARD A MAJOR IN FRENCH.

German

- 101-102. **ELEMENTARY GERMAN.** *Cr. 6.* Fundamentals of grammar, composition, phonetics, pronunciation and diction. During second semester selected graded readings from representative German authors. Students who have acquired two high school units in German may not take German 101-102.
- 103-104. **INTERMEDIATE GERMAN.** *Cr. 6.* Thorough review of grammar, verb drills, composition, diction and pronunciation. Second semester, selected prose readings from German authors. Open to students who have completed German 101-102 or to those who present two units of high school German and who, by placement test, show that they are sufficiently prepared to enter this course.
- 201-202. **COLLEGE GERMAN.** *Cr. 6.* Translation of significant texts of the late eighteenth, nineteenth and twentieth centuries. Class discussions, including the development of literature, style and syntax. Collateral readings and reports. Open to students who have completed German 103-104 or to those who present four units of high school German and who, by placement test, show that they are sufficiently prepared to enter this course.

Greek

- 101-102. **ELEMENTARY GREEK.** *Cr. 6.* Forms, syntax, pronunciation and translation. During second semester selections from classical Greek. Students who have acquired two high school units in Greek may not take Greek 101-102 for credit.
- 103-104. **INTERMEDIATE GREEK.** *Cr. 6.* Translations of selections from Homer's Iliad and from writers of prose. Open to students who have completed Greek 101-102, or those who present two units of high school Greek and who, by placement test, show that they are sufficiently prepared to enter this course.
- 201-202. **GREEK NEW TESTAMENT.** *Cr. 6.* The gospels and some of the epistles of Paul.

Latin

Major Requirements: Latin 201-202, 301-302, 401, 402 and enough additional hours to meet the general requirements of twenty-four hours in the major field.

- 101-102. **ELEMENTARY LATIN.** *Cr. 6.* Forms, syntax, pronunciation, and translation. During second semester, selections from classical Latin. Students who have acquired 2 high school units in Latin may not take Latin 101-102 for credit.

- 103-104. **INTERMEDIATE LATIN.** Cr. 6. Translations of some orations of Cicero and some of Vergil's *AENEID*. Open to students who have completed Latin 101-102 or to those who present two units of high school Latin and who, by placement test, show that they are sufficiently prepared to enter this course.
- 201-202. **COLLEGE LATIN.** Cr. 6. Cicero's *DE SENECTUTE*, selections from Ovid and from Catullus, and Terence's *PHORMIO*. Open to students who have completed Latin 103-104 or to those who present four units of high school Latin and who, by placement test, show that they are sufficiently prepared to enter this course.
- 301-302. **LATIN PROSE AND POETRY.** Cr. 6. Prereq.: La. 201-202. Selections from Horace's *ODES AND EPODES* and from Pliny's *LETTERS*, Plautus' *CAPTIVI*.
401. **CICERO'S LETTERS.** Cr. 3. Prereq.: La. 301-302. The character and career of Cicero; social and political life in Rome at the close of the Republic.
402. **ROMAN SATIRE, HORACE AND JUVENAL.** Cr. 3. Prereq.: La. 301-302. Origin and development of Roman satire. Study of selected satires with particular regard to argument, character portrayal, style and their place in literature.

Spanish

Major requirements: Spanish 201-202, 301-302, 401-402, 415 (for teachers). Two of the following: 303, 404, 405-406.

- 101-102. **ELEMENTARY SPANISH.** Cr. 6. If followed by Sp. 103-104 or taken as a fourth language. Fundamentals of grammar, composition, constant drill on correct pronunciation, diction and conversation. Selected readings suitable for beginners. Students who have acquired two high school units of Spanish may not take Spanish 101-102 for credit.
- 103-104. **INTERMEDIATE SPANISH.** Cr. 6. Thorough review of grammar, special drill in verbs and idioms, composition and diction. Stories from representative authors. Open to students who have completed Spanish 101-102, or to those who present two units of high school Spanish and who, by placement test, show that they are sufficiently prepared to enter this course.
- 201-202. **SPANISH HISTORY AND CIVILIZATION.** Cr. 6. A survey of the history of Spain and Spanish influence on western civilization through philosophy, architecture, literature and art. Frequent synopses of collateral readings, and class discussion.

- 301-302. **SURVEY OF SPANISH LITERATURE.** Cr. 6. A study of the main currents of Spanish literature from the Middle Ages to the Twentieth Century. An attempt to visualize Spanish civilization through its literature. Collateral readings and reports.
303. **ELEMENTARY SPANISH CONVERSATION.** Cr. 3. Aims to give student confidence in expression of simple idiomatic Spanish. Class exercises upon topics of everyday interest. Required of prospective teachers.
- 401-402. **SPANISH LITERATURE OF THE NINETEENTH AND TWENTIETH CENTURIES.** Cr. 6. Prereq.: Sp. 201-202. The Regional novelists and the "Generacion de 98," and the literary tendencies of today.
404. **ADVANCED SPANISH CONVERSATION.** Cr. 3. Prereq.: Sp. 303. Conversation and composition for prospective teachers. Style and diction.
- 405-406. **THE GOLDEN AGE OF SPANISH LITERATURE.** Cr. 6. Prereq.: Sp. 201-202. The works of Lope de Vega, Calderon, and their contemporaries. Collateral readings and reports. Senior elective.
415. **MODERN LANGUAGES IN THE HIGH SCHOOL.** (See French 415.)

HISTORY, POLITICAL SCIENCE AND SOCIOLOGY

Major requirements: For a major in History the following courses are required: 6 hours of United States History, 15 hours of History electives, and the Senior Seminar. For a major in History and Political Science the following courses are required: 6 hours of United States History, 6 hours of Political Science, Comparative Government and Constitutions (3 hours), 6 hours of electives, and the Senior Seminar. For a major in History and Social Science, the following courses are required: History 201-202, History 416, Political Science 401, Sociology 308, and 9 additional hours from the fields of Geography, Economics, Sociology, Political Science and History. The pattern of these elective courses will be determined after consultation with the head of the department.

History

- 201-202. **HISTORY OF THE UNITED STATES.** Cr. 6. From discovery of the New World to the present, emphasizing social, intellectual, cultural, and political life.
301. **ECONOMIC HISTORY OF THE UNITED STATES.** Cr. 3. Development of American economic institutions, the growth and changes in economic forces, and contemporary economic problems.

302. DIPLOMATIC HISTORY OF THE UNITED STATES. Cr. 3. American relations with foreign nations from 1775 to the present.
303. MODERN RUSSIAN HISTORY. Cr. 3. The fall of the Tsarist regime, the Bolshevik Revolution and the growth of the Soviet State.
304. LATIN AMERICAN HISTORY. Cr. 3. A study of the Caribbean area and South America with emphasis on contemporary problems.
- 305-306. HISTORY OF ENGLAND AND SCOTLAND. Cr. 6. The British Isles from early times to the present day.
307. HISTORY OF THE SOUTH. Cr. 3. Emphasizing trends and attitudes since the Civil War.
- 407-408. THE WORLD IN THE TWENTIETH CENTURY. Cr. 6. Combines an examination of American domestic and foreign affairs with a study of major foreign countries and international relations since 1900.
415. METHODS OF TEACHING HISTORY. Cr. 3. For certification of teachers.
416. SENIOR SEMINAR. Cr. 3. Readings, papers, discussion of selected topics, individual projects. This course provides an opportunity for small groups of advanced students to study, under the direction of the department, advanced topics in their special fields of interest. Prerequisite: Junior or Senior standing and consent of the department.

Political Science

401. AMERICAN GOVERNMENT AND POLITICS. Cr. 3. Development of our national Government from the adoption of the Constitution, stressing politics, elections, and trends.
402. STATE AND LOCAL GOVERNMENT. Cr. 3. Organization of state and local government in the United States.
403. COMPARATIVE GOVERNMENT AND CONSTITUTIONS. Cr. 3. Covering current structures, differences, usages, and theories.
404. POLITICAL THEORY. Cr. 3. Emphasizing the history of political theory and the lives of major theorists.

Sociology

308. GENERAL SOCIOLOGY. Cr. 3. A study of human society with emphasis on groups, institutions, social classes, social processes, and ways of thinking and living associated with group activity.
309. CONTEMPORARY SOCIAL PROBLEMS. Cr. 3. A study of the explanations for social change and of how divergent values create social problems. An investigation of the major areas of tension within which contemporary social problems arise.
310. INTRODUCTION TO SOCIAL WORK. Cr. 3. A study of the field of social work: the development of work concepts and philosophy, the types of social agencies, the role of the modern social worker and of the institutional framework within which he functions.
405. CHRISTIAN MARRIAGE AND FAMILY LIFE. Cr. 3. A study of the development of these two social institutions with consideration given to such problems as: woman's position, courtship, marital adjustments, safeguarding the marriage relationship, divorce, and social changes affecting the family.

Geography

309. GEOGRAPHY. Cr. 3. Concentrating on the Western hemisphere, with special emphasis on North America.
321. PHYSIOGRAPHY. Cr. 3. A study of the physical features of the earth and their relationship to man. Special attention is given to the southeastern part of the United States.

For courses in Economics, see Department of Business and Economics.

HOME ECONOMICS

Major Requirements: *All Home Economics Majors* (Freshman and Sophomore Years): Christianity and Culture (12 hours), Chemistry 201-202, Biology 201-202, English 101-102, Foreign Language (6 hours), History (6 hours), Clothing 103, Foods 104, Clothing 204, Foods 201.

Teachers, Extension Workers and Demonstrators: Art 321, Physics 101, Marriage and Family 405, Nutrition 309, Clothing 307 or 407 or 408, Home Management 402, Education 305 or 308, Housing 310, Psychology 305 or 306, Education 407, 418, Home Economics Methods 415, Education 303 or 408, Child Development 412, Home Management 403, Economics 321, Clothing 407 or 408.

Dietitians: Physics 303, Psychology 201, Marriage and Family 405, Nutrition 309, Household Economics 305, Housing 310, Child Development

412, Clothing 307, Economics 321, Home Management 403, Nutrition 409, Psychology 306 or 308.

All Home Economics courses are open to non-majors who have completed the necessary prerequisites.

- 103. CLOTHING SELECTION AND CONSTRUCTION. Cr. 3. Fundamental principles in selection, purchase, and construction of clothing and textiles for the individual. 4 laboratory hours, 1 class hour.
- 104. FOOD SELECTION AND PREPARATION. Cr. 3. Emphasis in this course is placed upon standards of selection, preparation, and service of foods. 4 laboratory hours, 1 class hour.
- 201. MEAL STUDY. Cr. 3. This course includes the study of planning, marketing, selection, storage, preparation, and serving of food for different occasions at different cost levels. 4 laboratory hours, 1 class hour.
- 204. COSTUME DESIGN AND CONSTRUCTION. Cr. 3. Prereq.: Clothing 103. The application of art principles to dress designing and the construction of garments from designed patterns. 4 laboratory hours, 1 class hour.
- 224. FOOD PREPARATION AND MEAL STUDY. Cr. 3. The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned for non-majors. 2 laboratory hours, 2 class hours.
- 305. HOUSEHOLD ECONOMICS. Cr. 3. Principles and problems of the consumer-buyer; organization and management of household activities, time, labor, and income as they affect family relationships.
- 307. FAMILY CLOTHING. Cr. 3. Problems in selection of clothing for the family from viewpoint of design, color, and economy.
- 309. NUTRITION AND DIETETICS. Cr. 3. Study of the nutritive requirements of the body for normal health and development, emphasizing the relationship of food to health and efficiency; selection of food for various ages; dietaries for families of different incomes.
- 310. THE HOUSE AND ITS FURNISHINGS. Cr. 3. A study of the house as a unit and the relationship of its integral parts based on the needs of families of varying incomes. Attention is given to design, floor plans, site, cost, legal matters, and landscaping. Emphasis is placed upon the application of art principles to problems in furnishings and decoration and desirable qualities in merchandise for the home. 4 laboratory hours, 1 class hour.

402. HOME MANAGEMENT. Cr. 3. A study of the place of management in homemaking and family life with special emphasis on labor and time saving methods, and factors that constitute household managerial ability. This will be required of all Home Ec. Majors as a prerequisite for Home Management Residence.
403. HOME MANAGEMENT HOUSE RESIDENCE. Cr. 3. Residence in home management house including meal planning and preparation at varying cost levels, organization, informal home entertaining. Required of all home economics seniors. Resident students \$25.00; non-resident \$75.00.
407. CLOTHING CONSTRUCTION. Cr. 3. Prereq.: Clo. 103, 204. Advanced techniques in clothing construction; pattern adaptations; skills developed through problems in tailoring. 4 laboratory hours, 1 class hour.
408. TEXTILES. Cr. 3. The study of textiles from raw materials through construction, identification, analysis, choice, use, and care of fabrics. 2 laboratory hours, 2 class hours.
409. NUTRITION IN DISEASE. Cr. 3. Prereq.: Nutrit. 309. Required for dietetics majors. This course deals with nutrition as related to the more common diseases as well as disorders due to inadequate diets that may be corrected in the home. 2 laboratory hours, 2 class hours.
412. CHILD DEVELOPMENT. Cr. 3. A study of the physical, mental, and social development of the child. Theory and practice used in nursery school education. Laboratory observation of preschool child.
415. METHODS OF TEACHING HOME ECONOMICS. Cr. 3. This course includes a survey of Home Economics education, methods, classroom procedures, evaluation and teaching aids in Home Economics.

Students should provide themselves with at least two white uniforms and hair nets to be worn in all laboratory classes in Foods and Nutrition.

MATHEMATICS

Major requirements: 24 hours in courses numbered 200 and above, including Mathematics 203, 204, 304 or 401, and 404 or 406. The major student who plans to do graduate work is reminded that, due to the important mathematical literature in French and German, it is desirable to obtain a reading knowledge of at least one of these languages as an undergraduate.

- 103-104. INTRODUCTION TO MATHEMATICAL ANALYSIS. Cr. 6. Emphasizes the fundamental concepts on which mathematical study

is based. The axiomatic approach is given a prominent place. An effort is made to relate the contributions of mathematics to our culture.

- 105-106. **ENGINEERING MATHEMATICS.** Cr. 6. The real numbers, functions and graphs, linear equations and determinants, quadratic equations, inequalities, proportion and variation, binomial theorem, progressions, exponential and logarithmic functions, trigonometric functions of general angle, derivation of trigonometric identities and formulas, the solution of plane triangle, with practical applications, slide rule. Prereq.: 3 units of college preparatory mathematics including solid geometry.
201. **PLANE ANALYTICAL GEOMETRY.** Cr. 3. Rectangular and polar coordinates, loci, straight lines, conic sections, and an introduction to higher plane curves.
203. **CALCULUS I.** Cr. 3. Prereq.: 106 or 201. Differentiation of elementary functions and integration of polynomial functions, areas, curve tracing, maxima and minima, motion, curvature, indeterminate forms, series. Mathematics 201 may be taken simultaneously.
204. **CALCULUS II.** Cr. 3. Prereq.: 202-203. Methods of integration, definite integral with applications to length of arc, surface area, volumes, centroids and moments of inertia. Simpson's rule, infinite series, partial differentiation, multiple integration.
301. **ANALYTIC GEOMETRY OF SPACE.** Cr. 3. Prereq.: 106 or 201. Coordinate systems of space, the plane, the line, the quadric surfaces, and the theory of space curves and surfaces. It is recommended that the student also complete a year of calculus as a prerequisite.
304. **INTRODUCTION TO MATHEMATICAL STATISTICS.** Cr. 3. Prereq.: 204. Mathematical foundations of elementary statistical methods and their applications. An introduction to probability; discrete and continuous distributions; correlation, regression, and statistical independence; foundations of sampling theory; significance tests.
306. **ELEMENTS OF MODERN GEOMETRY.** Cr. 3. Prereq.: 201. An integrated study of the elementary theory in foundation of geometry and basic theory in the fields of Euclidian and projective geometry. Logical systems, axioms, Menelaus' and Ceva's theorems, harmonic elements and cross ratio inversion theory, projections, invariants, duality, Desargue's theorem, perspectivities, and projectivities. Recommended for prospective teachers of mathematics.

341. THEORY OF EQUATIONS. Cr. 3. Prereq.: 204. Properties of polynomials in a field, equations in the rational and real number fields, graphs, isolation of real and complex roots, cubic and quartic equations, symmetric functions; systems of linear equations, determinants and introduction to matrix theory.
- 401-402. INTRODUCTION TO MODERN ALGEBRA I AND II. Cr. 6. Vector spaces, linear transformations, matrices, elementary theory of groups, rings, and fields. Prereq.: 204.
404. DIFFERENTIAL EQUATIONS. Cr. 3. Prereq.: 204. Solution of differential equations of elementary types; formation and integration of equations arising in applications; solution of equations of higher order and degree than the first; solution by series.
- 405-406. ADVANCED CALCULUS I AND II. Cr. 6. Prereq.: 204. Limits, continuity, differentials; partial and implicit differentiation; line and surface integrals, multiple integrals; infinite series; improper integrals.
416. SEMINAR. Cr. 3. Readings, papers, discussion of selected topics, individual projects. This course provides an opportunity for small groups of advanced students to study, under the direction of the department, advanced topics in their special fields of interest. Prereq.: Junior or Senior standing and consent of the department.

Applied Mathematics

205. MECHANICAL DRAWINGS. Cr. 2. Prereq.: Math 106. Projections and perspectives, special emphasis on the techniques of careful and exact drawing; blueprint reading.
206. MECHANICAL DRAWING AND DESCRIPTIVE GEOMETRY. Cr. 2. Prereq.: Math 205; a continuation of 205; advance mechanical drawing for first six weeks, descriptive geometry for last twelve weeks.
415. THE TEACHING OF MATHEMATICS. Cr. 3. This course is a study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content material and enrichment materials including history of mathematics. This course does not count toward the mathematics major. Prereq.: Twenty-one semester hours of mathematics or the consent of the student's adviser.

CONSERVATORY OF MUSIC

The Conservatory of Music offers the following degrees: Bachelor of Music with a Major in Piano, Organ, Voice, Flute or Violin; Bachelor of Music with a Major in Church Music; Bachelor of Music Education; Bachelor of Arts with a Major in Applied Music.

Credit in Applied Music is based on hours of practice, one semester hour being granted for each six hours per week of practice during a semester, plus the necessary instruction—one hour or more per week. It is understood that credit is not earned unless final examinations are passed. Examinations in Applied Music will be conducted by the faculty at the end of each semester.

All students majoring in the Conservatory or taking Applied Music for credit in the Conservatory of Music are required to obtain the permission of their teacher of Applied Music or the Dean of the Conservatory of Music before participating in any public music performance, broadcast, telecast, or chapel program.

The requirements for entrance and graduation as set forth in the catalogue are in accordance with the published regulations of the National Association of Schools of Music of which the Conservatory is an institutional member.

BACHELOR OF MUSIC WITH AN INSTRUMENTAL MAJOR (PIANO OR ORGAN)

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
Instrument 101-102	8	Instrument 201-202	8
Theory 101-102	8	Theory 201-202	8
Appreciation 105-106	2	Christianity & Culture 101-2	12
English 101-2	6	Ensemble	2
Humanities	6	Physical Education	2
Ensemble	2		—
Physical Education	2		32
	—		
	34		
JUNIOR		SENIOR	
	Semester Hours		Semester Hours
Instrument 301-302	10	Instrument 401-402	10
European History	6	Recital	2
Form Analysis 303-304	4	Counterpoint	6
History of Music 305-306..	6	Piano Pedagogy 403-404....	4
Conducting 412	2	or	
Ensemble	2	(Organ Methods 407).....	2
	—	and	
	30	(Service Playing 408).....	3
		Electives	6
		Ensemble	2
			—
			30 or 31

BACHELOR OF MUSIC WITH A MAJOR IN VOICE

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
Voice 101-102	6	Voice 201-202	6
Piano	2	Piano	2
Theory 101-102	8	Theory 201-202	8
Appreciation 105-106	2	Christianity & Culture 101-2	12
English 101-2	6	Ensemble	2
French 101-2 or 103-4.....	6	Physical Education	2
Ensemble	2		—
Physical Education	2		32
	—		
	34		
JUNIOR		SENIOR	
	Semester Hours		Semester Hours
Voice 301-302	8	Voice 401-402	8
Piano	2	Recital	2
Foreign Language	6	Piano	2
History of Music 305-306..	6	Form Analysis 303-304.....	4
Humanities	6	Voice Pedagogy 405.....	2
Conducting 412	2	Song Literature 406	2
Ensemble	2	German 101-102	6
	—	Ensemble	2
	32		—
			28

Candidates for this degree who have a sufficient background in piano may substitute organ in place of the required piano, upon recommendation by the Dean of the Conservatory.

BACHELOR OF MUSIC WITH A MAJOR IN ORCHESTRAL INSTRUMENTS

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
Major Instrument	6	Major Instrument	6
Piano	2	Piano	2
Theory 101-102	8	Theory 201-202	8
Appreciation 105-106	2	Christianity & Culture 101-2	12
English 101-102	6	Ensemble	2
Humanities	6	Physical Education	2
Ensemble	2		—
Physical Education	2		32
	—		
	34		

JUNIOR		SENIOR	
	Semester Hours		Semester Hours
Major Instrument	10	Major Instrument	10
Counterpoint 301-302	6	Recital	2
History of Music 305-306..	6	Instrumentation 416	2
Form and Analysis 303-304	4	Instrument Lit.	2
Conducting 412	2	European History	6
Ensemble	2	Elective	6
	—	Ensemble	2
	30		—
			30

BACHELOR OF MUSIC WITH A MAJOR IN CHURCH MUSIC

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
(Organ 101-102)	6	(Organ 201-202	6
(Voice	2	(Voice	2
or		or	
(Voice 101-102	6	(Voice 201-202	6
(Organ	2	(Organ	2
Theory 101-102	8	Theory 201-202	8
Appreciation 105-106	2	Christianity & Culture 101-2	12
English 101-102	6	Ensemble	2
Humanities	6	Physical Education	2
Ensemble	2		—
Physical Education	2		32
	—		
	34		

JUNIOR		SENIOR	
	Semester Hours		Semester Hours
(Organ 301-302	4	(Organ 401-402	6
(Voice	2	(Voice	2
or		or	
(Voice 301-302	4	(Voice 401-402	6
(Organ	2	(Organ	2
Counterpoint 301-302	6	Church Music 413-414.....	6
Form Analysis 303-304.....	4	(Organ Methods 407)	2
History of Music 305-306..	6	(or	
European History	6	(Voice Pedagogy 405)	
Conducting 412	2	Service Playing 408	3
Ensemble	2	Choir Materials and	
	—	Methods 420	3
	32	Hymnology 422	3
		Electives	3
		Chorus	2
			—
			30

The above course is planned for the purpose of preparing students for full-time or part-time service as ministers of music and organists in the church. The student will choose either organ or voice as a major applied subject, with a subsidiary emphasis on voice or organ, as the case may be. However, the student, in consultation with the adviser, may be permitted to elect piano for as much as two of the four years in lieu of voice or organ as a subsidiary emphasis. In addition to an adequate technical preparation it is expected that the graduate will have developed a high appreciation of church music in all of its aspects.

In view of the educational work which a minister of music must perform in his chosen field, it is recommended that he elect at least six semester hours in the field of religious education.

In further consideration of the various needs and limited resources of many of the smaller churches, it is sometimes wise for students majoring in this course to elect a course in shorthand and typing.

BACHELOR OF MUSIC EDUCATION
(PUBLIC SCHOOL MUSIC)

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
Applied Music	8	Applied Music	8
Theory 101-102	8	Theory 201-202	8
Appreciation 105-106	2	Christianity & Culture 101-2	12
English 101-102	6	Ensemble	2
Humanities	6	Physical Education	2
Ensemble	2		—
Physical Education	2		32
	—		
	34		
JUNIOR		SENIOR	
	Semester Hours		Semester Hours
Applied Music	6	Applied Music	6
Counterpoint 301-302	6	Music Ed. 401	2
Music Ed. 301-302	4	Music Ed. 418 A & B.....	6
History of Music 305-306..	6	Education 407	3
Education 305-306	6	Elective in Education	3
Conducting 412	2	History	6
Ensemble	2	Form Analysis 303-304.....	4
	—	Instrumentation 416	2
	32		—
			32

Before a student is permitted to do student teaching, he must demonstrate to the faculty that he has those skills in the fields of piano and voice which are necessary to the effective handling of a public school music situation.

SUGGESTED ARRANGEMENT OF COURSES FOR BACHELOR OF ARTS DEGREE WITH A MAJOR IN MUSIC

This course is planned for the student who wishes a general cultural background in music as well as in other liberal arts, but who does not plan either to become a skilled technician or to teach music.

FRESHMAN		SOPHOMORE	
	Semester Hours		Semester Hours
Applied Music	6	Theory 101-102	8
Christianity & Culture 101-2	12	Applied Music	6
Mathematics	6	Science	6
English	6	Christianity & Culture 201-2	12
Appreciation	2	Physical Education	2
Physical Education	2		—
	—		34
	34		
JUNIOR		SENIOR	
	Semester Hours		Semester Hours
Christianity & Culture 301-2	6	History of Music 305-306..	6
Applied Music	6	Analysis	4
Foreign Language	6	Christianity & Culture 401-2	6
Humanities	6	Foreign Language	6
Theory 201-202	8	Electives	6
	—		—
	32		28

The electives offered above must be taken in the field of liberal arts.

A student majoring in music is not required to take more than six semester hours in Science.

THEORY AND METHODS

- 101-102. **THEORY OF MUSIC.** Cr. 8. A combined course including ear-training and sight-singing, diction, written and keyboard harmony. Five hours a week.
- 105-106. **MUSIC APPRECIATION.** Cr. 2. A cultural course for B.A. and B.S. students as well as B.M. students, to develop a comprehensive appreciation of the art of music and intelligent listening to music.
- 201-202. **THEORY OF MUSIC.** Cr. 8. A continuation of 101-102. Five hours a week.
- 301-302. **COUNTERPOINT.** Cr. 6. A practical study of the various contrapuntal methods and modes with emphasis on the sixteenth century style and an introduction to the eighteenth century counterpoint.
- 303-304. **FORM ANALYSIS.** Cr. 4. A study of musical forms beginning with the phrase and continuing through the major forms.
- 305-306. **HISTORY OF MUSIC.** Cr. 6. A general survey from the Greeks to modern times in lectures, reading, discussions, and recordings.
- 403-404. **PIANO PEDAGOGY.** Cr. 4. A study of methods and materials of pianoforte literature. Lecture 1 hour, practice teaching 2 hours.
405. **VOICE PEDAGOGY.** Cr. 2. A study of methods and materials used in teaching vocal technique. Practical experience in the application of methods in small voice classes of students not studying voice privately. Open to junior and senior voice majors, public school music majors, and church music majors whose applied music emphasis is in voice. First semester only.
406. **SONG LITERATURE.** Cr. 2. A survey of the development of song literature from the Renaissance-Baroque to the modern and contemporary period with representative works and composers studied. Emphasis is placed on acquiring a broad knowledge of vocal repertoire for all voices. Program building, song analysis and classification are studied. Second semester only.
407. **ORGAN METHODS.** Cr. 2. Prereq.: Jr. or Sr. status. Required for all Organ and Church Music Majors. A general survey of the history, construction, and literature of the organ. Special emphasis to be placed on registration, modern teaching materials, and the organ music of Bach. First semester only.
408. **SERVICE PLAYING.** Cr. 3. Prereq.: Jr. or Sr. status. The organization and performance of the church service from the organist's

point of view. Special attention to hymn playing, modulation, simple improvisation, the accompaniment of anthems and sacred solos, and the planning of the service as a complete unit. Second semester only.

409a. **STRINGED INSTRUMENTS**

b. **WOODWIND INSTRUMENTS**

c. **BRASS INSTRUMENTS**

REQUIRED OF MUSIC EDUCATION MAJORS. Cr. 6. Class instruction is offered in various instruments through training in technique, proper tone production, phrasing, interpretation, transposition, and solos of varying difficulty. Materials will be chosen on the basis of the student's ability and progress. These courses are primarily designed to give Music Education majors an elementary working of the instruments of the orchestra and band. Two hours a week for three semesters, one each in strings, woodwind and brass.

410. **HISTORY AND LITERATURE OF WOODWIND INSTRUMENTS. Cr. 2.** The evolution of woodwind music and techniques from the Baroque period to the present time.

412. **CONDUCTING. Cr. 2.** Instrumental and Choral conducting. Technique of the baton. Emphasis on rehearsal techniques with reference to both public school and church ensemble groups.

413-414. **CHURCH MUSIC. Cr. 6.** A historical study of traditional and modern practices in representative forms of worship with emphasis on the relationship of music to the liturgy of the service.

416. **INSTRUMENTATION. Cr. 2.** A study of the instruments of the band and orchestra. The orchestration of simple music with emphasis on the demands and capabilities of high school instrumental groups. Second semester only.

420. **MATERIALS AND METHODS FOR CHURCH CHOIRS. Cr. 3.** The organization and direction of the multiple choir program in the local church. Anthems, responses, and chants will be evaluated. Emphasis on rehearsal techniques.

422. **HYMNOLOGY. Cr. 3.** A survey of the hymns of the Christian Church, with their music and including modern hymnody from Luther, the Geneva Psalters, Psalmody in Scotland and England and the Wesleyan Movement to contemporary hymnody. Evaluation and criticism of hymns from the musical, literary, and religious points of view.

CHORUS. Cr. 2. The college choral groups are chosen by individual audition from the entire student body. Secular as well as sacred music is sung, but emphasis is placed on the music of

the church. The music programmed for the chorus' sacred concerts is representative of all periods and all branches of the Christian faith. Tours are scheduled for the groups so as not to interfere with the academic work of the student. Music majors must maintain a scholastic average of C or above in order to be eligible for tours and shorter trips away from the college. Non-music majors must maintain an average of C or above for continuance of membership in the group. Transfer students in the Conservatory who do not offer sufficient ensemble credit must make up the required hours in some other field of applied music.

BAND. Cr. 2. A concert band with complete instrumentation rehearses three hours a week. Concerts are given at regular intervals and short field trips may be arranged. May be taken to fulfill ensemble requirement.

APPLIED MUSIC

Requirements: A placement test in applied music by the head of the department in which the student will major. If the student is a voice or organ major, a piano examination will also be given. The examination will consist of the performance of a composition chosen by the student and a simple exercise in sight reading.

Piano

Entrance Requirements: The student should be grounded in musicianship and reliable technique. He should play all major and minor scales correctly at M.M. 84, four notes to a beat; all major and minor arpeggios at M.M. 60, four notes to a beat. He should have studied some of the standard etudes, such as Czerny, Op. 299, Bk I; Heller, Op. 46 and 47; Bach, Little Preludes; a few Bach two-part Inventions and compositions corresponding to the easier Sonatas of Haydn and Mozart.

- 101-102. **PIANO. Cr. 8.** All major and minor scales through four octaves, M.M. 92, four notes to the beat; all major and minor triads, dominant and diminished sevenths through four octaves, M.M. 84, four notes to the beat. Bach two and three part Inventions, Haydn and Mozart Sonatas and easier Beethoven.
- 201-202. **PIANO. Cr. 8.** Scales as in 101-2 M.M. 108; arpeggios as in 101-2, M.M. 92. Scales and arpeggios in parallel and contrary motion. Bach, three part Inventions; dances from French Suites; Beethoven, Sonatas equivalent to Op. 2, No. 1, and No. 2; romantic and modern pieces of corresponding difficulty. Sight reading of compositions and accompaniments of moderate difficulty.
- 301-302. **PIANO. Cr. 10.** Scales and arpeggios as in 201-2 at faster tempo. Chromatic scales parallel motion. Bach, Well-Tempered Clavi-

chord; Chopin, Etudes; compositions of Schubert, Schumann, Brahms, and modern composers.

- 401-402. PIANO. *Cr. 10.* All scales and arpeggios; Bach, Suites, Partitas; Beethoven, Sonatas of the middle period; Chopin, Etudes, Ballades, Scherzi; Liszt, Rhapsodies; compositions by American and foreign composers such as Griffes, Powell, Debussy, Scriabine, Poulenc, Ireland, Bartok, etc.; a classic or romantic concerto. Senior recital required.

Organ

Entrance Requirements: The student should have completed sufficient piano study to enable him to play some Bach Inventions, Mozart Sonatas, easier Beethoven Sonatas and compositions by Mendelssohn, Grieg, Schubert, and Schumann. Piano study should be continued by the student.

- 101-102. ORGAN. *Cr. 8* Manual and pedal techniques. Gleason, "Method of Organ Playing"; Dupre, "79 Chorale Preludes"; Bach, Little Preludes and Fugues, Orgelbuechlein; Brahms, Choral Preludes; Dupre, Fifteen Pieces; easier works pre-Bach, romantic, and modern composers; hymn playing.
- 201-202. ORGAN. *Cr. 8.* Bach, Trio Sonatas, Preludes and Fugues, Choral Preludes such as the Schuebler; works of Pachelbel, Buxtehude, Franck, Karg-Elert, Reger, and representative works of modern American and foreign composers.
- 301-302. ORGAN. *Cr. 10.* Bach, selected Preludes and Fugues, Toccatas and Fugues, Fantasies and Fugues; Choral Preludes such as those of Klavieruebung, Part III; larger works of Sweelinck, Buxtehude, Luebeck, Vierne, Widor, Alain, Liszt, Sowerby, Messiaen.
- 401-402. ORGAN. *Cr. 10.* Primarily the preparation and presentation of the Senior Recital. Ability to play works of all schools. Pre-Bach, Bach, romantic, and modern works must be demonstrated. Bach, major works; Mozart, Fantasies; Dupre, Widor, Vierne, Mulet, Hindemith, Roger-Ducasse, Durufle, and others. Senior recital required.

Voice

Entrance Requirements: The possession of a voice of good quality and the ability to sing on pitch a simple, standard song with correct phrasing and music intelligence. A knowledge of the rudiments of music and of the keyboard is recommended.

- 101-102. VOICE. Cr. 6. A foundation in the correct habits of breathing and tone production. Beginning vocalises for vocal and musical development. Basic repertoire for diction and interpretation is selected from art songs and folk songs in English and Italian according to the individual needs of the student.
- 201-202. VOICE. Cr. 6. Application of the principles of breathing and tone production to more difficult vocalises. The study of German Lieder and French art songs.
- 301-302. VOICE. Cr. 8. Continuance of the study of vocalises to develop flexibility in the vocal line. The inclusion of recitatives and arias from the principal operas and oratorios. Appearance on student recitals.
- 401-402. VOICE. Cr. 8. Advanced vocalises with emphasis on melodic embellishments and rhythmic figures. Building of a repertoire through the song literature class and the lessons. Senior recital required.

Violin

Entrance Requirements: Major scales in three octaves. Easy etudes by Kayser, Dounis, Mazas, etc. Ability to distinguish pitch accurately.

- 101-102. VIOLIN. Cr. 6. Scales and Arpeggios. Studies in shifting of positions, bowing studies, Kreutzer. Pieces in third, fourth, and fifth positions. Easy student concertos by Accolay, etc.
- 201-202. VIOLIN. Cr. 6. Three-octave scales and arpeggios. Bowing exercises. Kreutzer and Dounis; Fiorillo Etudes; Mozart Sonatas; easier pieces of Kreisler, Wieniawski, Ries, etc.
- 301-302. VIOLIN. Cr. 10. Three-octave scales and arpeggios. The more difficult bowings. Kreutzer (review). Fiorillo, Rode, Dounis Etudes. Beethoven Sonatas; concertos by deBeriot, Viotti, etc.
- 401-402. VIOLIN. Cr. 10. Dounis and Rode Etudes. Scales, arpeggios, bowing exercises; Sonatas of modern classical composers; solos and Concertos of Vieuxtemps, Bruch, Mendelssohn, and others. Senior recital required.

Flute

Entrance Requirements: The student should perform with acceptable tone production, intonation and rhythmic feeling the following: Elementary scales: M.M. 84 (one and two to the beat); two representative studies or etudes; two solos, sight reading.

- 101-102. FLUTE. Cr. 6. Technique: Sustained tones, articulation, scales and arpeggios. Studies: 24 Studies in Major and Minor, Op. 21 by J. Anderson; 24 Caprices, Op. 26 by T. Boehm; 30 Grand Etudes for Flute, Bk. 1, by H. Soussman. Solos: selections from Perlen Alter Meister by van Leeuwen; Sonatas by Bach and Handel; Concertino by Chaminade; duets by Kuhlau.
- 201-202. FLUTE. Cr. 6. Technique: Sustained tones, articulation, trills; major and minor scales and arpeggios, chromatic scale, whole tone scale, and dominant and diminished 7th chord. Studies: 24 Grosse Etuden fur Flote, Op. 15, by J. Anderson; 30 Grand Etudes for Flute, Bk. 2, by H. Soussman; Etudes by Moyse. Solos: Six Divertissements, Op. 68, by Kuhlau; Concertos, No. 1 in G and No. 2 in D by Mozart; Sonatas by Bach, C.P.E. Bach, and Loeillet; orchestra study books by Prill and Barge.
- 301-302. FLUTE. Cr. 10. Technique: Sustained tones, articulation, double and triple tonguing; major and minor scales and arpeggios, chromatic scale, whole tone scales, and dominant and diminished 7th chords. Studies: School of Virtuosity, Op. 60, Bk. 1, by Anderson; Sixteen Studies in the Modern Style by Jeanjean; Advanced Studies by Moyse; 24 Bach Studies by Schindler. Solos: Sonatas by Bach, Suite in B minor by Bach, Fantasie by Gaubert, Poem by Griffes, Scotch Pastorale by Scott, contemporary solos and Paris Conservatory pieces; orchestra study books by Prill and Barge.
- 401-402. FLUTE. Cr. 10. Technique: Review of all technique in the past three years. Studies: School of Virtuosity, Op. 60, Bk. 2, Anderson; 30 Caprices, Op. 107, by Karg-Elert; Virtuoso Studies by Moyse. Solos: Concerto by Hindemith; Suite in A minor by Telemann; Concertos by Verhey, Hoffman, Casadesus, Ibert, and others; contemporary solos and Paris Conservatory pieces; orchestra study books by Prill and Barge; Strauss orchestra studies by van Leeuwen. Senior recital required.

Band and Orchestral Instruments

Private as well as group instruction is offered in the instruments of the band and orchestra. Should a student wish to major in one of these instruments, he may do so only after demonstrating sufficient talent, training, and experience, with permission of the Dean of the Conservatory.

MUSIC EDUCATION

(Public School Music)

- 301-302. MUSIC EDUCATION. Cr. 4. Aims and objectives of music education material for use in kindergarten and elementary grades.
401. MUSIC EDUCATION. Cr. 2. High school music with special attention to choral work in the junior and senior high schools. Attention to the adolescent voice. The general supervision of the music program. First semester only.
- 417-418. MUSIC EDUCATION. Cr. 6. Observation and practice teaching in the elementary grades and junior and senior high school in consultation with the instructor. A minimum of 90 hours to be spent in the school room.
- 403-404. MUSIC EDUCATION. Cr. 6. For elementary education majors, in accordance with the requirements of the State of North Carolina. Methods of teaching and developing music in the grade schools.

THE NATURAL SCIENCES

Biology

Major requirements: At least 24 semester hours of Biology.

201. GENERAL ZOOLOGY. Cr. 4. An introduction to the fundamental principles of animal biology. A study of the morphology, physiology and relationships of representative forms of animal life. Lecture 3 hours, laboratory 3 hours.
202. GENERAL BOTANY. Cr. 4. A study of the morphology and physiology of higher plants, followed by a survey of the plant kingdom. Lecture 3 hours, laboratory 3 hours.
301. HUMAN PHYSIOLOGY. Cr. 4. Prereq.: Biol. 201, 202 or 302. A study of the normal activities of the human body. Elective for B.A. students.
302. HUMAN ANATOMY. Cr. 3. Prereq.: Biol. 201. A useful basic course on the structure of the human body.
303. COMPARATIVE ANATOMY. Cr. 4. Prereq.: Biol. 201. A study of the comparative morphology and relationships of chordates. Lecture 2 hours, laboratory 4 hours.

304. PLANT MORPHOLOGY. Cr. 3. Prereq.: Biol. 202. A study of the structure and relationship of plants. Lecture 1 hour, laboratory 4 hours.
305. BACTERIOLOGY. Cr. 4. Prereq.: Biol. 201 or 202. A study of the morphology and physiology of the microorganisms, especially bacteria, and their relation to man. Laboratory training in the essential techniques of media preparation, sterilization, cultivation, isolation and identification of bacteria. Lecture 2 hours, laboratory 4 hours.
306. LANDSCAPE GARDENING. Cr. 3. A study of trees, shrubs, and herbaceous plants in relationship to the home. Lecture 1 hour, laboratory 4 hours.
401. EMBRYOLOGY. Cr. 4. Prereq.: 201. A study of the prenatal development of the vertebrate, based on laboratory observation of the chick embryo. Lecture 2 hours, laboratory 4 hours.
402. GENETICS. Cr. 3. Prereq.: Biol. 201 or 202. A study of the science of heredity together with its application to human society.
404. FIELD BIOLOGY. Cr. 4. Identification, habitat, and characteristics of the plants and animals in this area. The course is of value to prospective teachers and others interested in nature study. Lecture 2 hours, laboratory 4 hours.
406. ORNITHOLOGY. Cr. 3. A study of the birds of this region; their structure, characteristics and enviromental adaptations. Lecture 2 hours, laboratory 2 hours.
415. THE TEACHING OF HIGH SCHOOL BIOLOGY. Cr. 3. A course designed to give the prospective teacher an extensive knowledge of the subject and of the desirable methods of teaching it.
420. SEMINAR. Cr. 1-3. Prereq.: Biol. 201, 202 and Senior Status. A course designed for the Biology major to combine individual study in some area of special interest with a study of biological inter-relationships.

Chemistry

Major Requirements: Twenty-four semester hours of Chemistry. At least 12 semester hours of mathematics are recommended.

- 201-202. GENERAL CHEMISTRY. Cr. 8. Fundamental laws and theory. Lecture 3 hours, laboratory 3 hours.

301. **QUALITATIVE ANALYSIS.** *Cr. 4.* Prereq.: Chem. 201-202. The systematic separation and identification of the familiar metallic ions and acid radicals, using semi-micro technique. Lecture 2 hours, laboratory 6 hours.
302. **QUANTITATIVE ANALYSIS.** *Cr. 4.* Prereq.: Chem. 201-202. An introduction to the theory and techniques of inorganic volumetric and gravimetric analysis. Lecture 2 hours, laboratory 6 hours.
- 303-304. **ORGANIC CHEMISTRY.** *Cr. 8.* Prereq.: Chem. 201-202. An introduction to the study of the chemistry of aliphatic and aromatic organic compounds. Lecture 3 hours, laboratory 3 hours.
305. **ADVANCED QUANTITATIVE ANALYSIS.** *Cr. 3.* Prereq.: Chem. 302. A continuation of Chemistry 302, but the theory and techniques chosen are of the analysis of complex materials. Lecture 1 hour, laboratory 6 hours.
401. **PHYSICAL CHEMISTRY.** *Cr. 4.* Prereq.: Chem. 201, 202, 301, 302, 303, 304. A course in the fundamentals of physical chemistry. Lecture 3 hours, laboratory 3 hours.
415. **THE TEACHING OF HIGH SCHOOL CHEMISTRY.** *Cr. 3.* This course provides for the prospective teacher of Chemistry a familiarity with the classroom procedures and available teaching aids for high school Chemistry.
420. **SEMINAR.** *Cr. 1-3.* Prereq.: Chem. 201, 202, 301, 302 and Senior Status. A course designed for the Chemistry major to combine individual study in some area of special interest with a study of chemical inter-relationships.

Physics

- 201-202. **GENERAL PHYSICS.** *Cr. 8.* Prereq.: Freshman Mathematics. A study of the properties of mechanics, heat, sound, light, magnetism, and electricity. Lecture 3 hours, laboratory 3 hours.
- 301-302. **MODERN PHYSICS.** *Cr. 6.* Prereq.: Physics 201-202. A study designed to have the student consider the principles and methods of physics as developed since 1900. Topics covered include relativity, Kinetic theory, the electron, and introduction to the quantum theory, X-rays, cosmic rays, atomic structure and nuclear physics.
303. **HOUSEHOLD PHYSICS.** *Cr. 3.* A study of the physics involved in the common household appliances. Lecture 2 hours, laboratory 2 hours.

PHYSICAL EDUCATION AND HEALTH

The program of Physical and Health Education is five-fold in purpose. One is that of physical activity and includes physical fitness. This is a service program designed to promote the physical well-being of Freshman and Sophomore students. It includes a variety of activities designed to promote appreciation of and interest in planned leisure-time programs as well as to provide the opportunity to develop fundamental motor skills. This program is required of Freshman and Sophomore students for graduation. The other areas include the Intramural Sports Program, the Intercollegiate Program, the Professional Teacher Training Program, and the Health and Hygiene Program.

A thorough physical examination is required of each student before entrance. On the basis of this examination advice is given each individual as to the kind and amount of exercise needed.

A physical fitness classification test is given during the first weeks of school to determine the level of fitness of each student. The results of this test help determine the activities offered during the fall semester.

THE REQUIRED PHYSICAL EDUCATION SERVICE PROGRAM

Every student in the college who is a candidate for a degree must take and pass 4 semester hours of Physical Education. A program of physical fitness is offered at the beginning of 111, 112, 121, 122 and continued throughout the entire course. The instructor will determine the amount of Physical Fitness exercises in light of the ability of the class.

- 111. **TEAM GAMES FOR MEN. Cr. 1.** A program designed to develop basic skills in team games such as touch football, speedball, volleyball, and basketball. In addition to actual participation in these sports, consideration is given to the study of the history and background of each. When scheduled in the spring, softball is offered. Required of Freshman men.
- 112. **INDIVIDUAL AND DUAL ACTIVITIES FOR MEN. Cr. 1.** A program designed to develop an appreciation for recreational types of activities such as archery, bowling, handball, and badminton. Tennis, horseshoes, table tennis, bait and fly casting are included in the Spring. Required of Freshman men.
- 121. **TEAM GAMES FOR WOMEN. Cr. 1.** Development of skills and participation in speedball, volleyball, and basketball in the Fall, basketball, volleyball, and softball in the Spring. Required of Freshman women.
- 122. **INDIVIDUAL AND DUAL ACTIVITIES FOR WOMEN. Cr. 1.** Development of skills for participation in badminton and bowling, basic rhythmic, conditioning exercises, deck tennis, aerial darts, tennis, archery, and table tennis. Required of Freshman women.

211. COEDUCATIONAL PHYSICAL TRAINING. Cr. 1. Recreational games suited to the individual class. The course includes volleyball, badminton, bowling, aerial darts, deck tennis, shuffleboard, horseshoes, and table tennis. Required of Sophomore men and women.
212. COEDUCATIONAL PHYSICAL TRAINING. Cr. 1. Emphasis on rhythmic training and appreciation through folk and square dancing, followed by archery or tennis. Required of Sophomore men and women.

Theory Courses

201. INTRODUCTION TO PHYSICAL AND HEALTH EDUCATION. Cr. 3. A presentation of the basic facts and beliefs concerning the nature and scope of physical and health education. Discussions of such matters as the meaning of physical education and of health education, historical developments and the relationship of physical and health education to allied fields, and the implications basic to the field of endeavor are fundamental guides in this course.
202. HEALTH EDUCATION. Cr. 3. A study of health facts, basic attitudes, and health practices fundamental to wholesome living. Personal and community hygiene are emphasized. The areas of study and discussion which form the basis for this course are truths and part-truths, fads, and propaganda which are day-to-day concerns of college students. *Recommended to all students.*
301. OFFICIATING MAJOR AND MINOR SPORTS. Cr. 3. A study of the rules and mechanics of officiating football and basketball with secondary emphasis placed on those minor sports usually included in the secondary school program. Actual practice in officiating certain intramural games and varsity team scrimmage aids each student in gaining a better knowledge and appreciation of the rules through application.
302. FIRST AID AND SAFETY EDUCATION. Cr. 3. A course concerning first aid methods for the home, school, and community and dealing with some of the problems of safe driving and safe living. Successful completion of this course qualifies the student for the American Red Cross First Aid Certificate. *Recommended to all students.*
307. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. Cr. 3. This is an orientation course for physical education majors and is divided into two parts. The first part deals with the history of physical education; the second part deals primarily with the basic principles of modern physical education, stressing aims and objectives with special reference to the value of physical

education in the current economic and social life of the nation. Special consideration is given professional leadership and its prospects.

- 315. **METHODS AND MATERIALS IN PHYSICAL EDUCATION.** *Cr. 3.* A study of the methods and content of the physical education program according to age groups, capacities, needs, interests, and developmental level of the individuals. Consideration is given to adapting the program to the materials and facilities available.
- 401. **SCHOOL HEALTH EDUCATION.** *Cr. 3.* A study of the principles and policies underlying the organization and administration of health services, healthful school living, and health instructional programs. Methods, materials, and integrative features of school health education programs are presented. Required for students preparing to teach in elementary grades and for teachers of health or physical education in secondary schools.
- 402. **CURRICULUM IN PHYSICAL AND HEALTH EDUCATION FOR PUBLIC SCHOOLS.** *Cr. 3.* A study of the principles underlying the making and administering of physical and health curricula in elementary and secondary schools. Required for Education majors and minors as well as Physical Education majors and minors. Activities of the class include the study of evaluative procedures and analysis of programs in operation.

BOARD OF TRUSTEES

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Ralph G. Hester, B.S., M.S., Ed.D.....	Dean of Students
Silas M. Vaughn, B.S., M.S.....	Business Manager
Sebastian C. Sommer, B.A.....	Development Officer
Charles G. Vardell, Jr., B.A., M.A., Ph.D.....	Dean of the Conservatory
Gloria H. Blanton, B.A., M.A.....	Development Associate
Helen Wallace Mims, B.S., M.A.....	Associate Dean of Students
Yates M. Forbis, B.S., M.A., M.S.....	Librarian
W. Lawson Allen, B.S., M.R.E.	Coordinator of Student Services
Grant O. Folmsby, B.A., M.S.	Associate Director, Guidance Center
Jacqueline H. Singleton, B.A.....	Assistant Registrar
William E. Pauley, Jr., B.A., B.D.	Admissions Counselor
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Robert M. Urie, B.A., B.D.	Guidance Center
John W. Snowdon, II, B.S.	Manager of Auxiliary Enterprises
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James McRae	Assistant to the Dean of Admissions

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Mrs. W. L. Biggs, Jr.
Mrs. Dan Hasty
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B.Ph., Emory University; B.D., Columbia Theological Seminary;
D.D., Southwestern at Memphis

Price H. Gwynn, Jr., *Dean of the Faculty and Professor of Psychology*

B.A., M.A., University of North Carolina;
B.D., Ph.D., Yale University; LL.D., Davidson College

Ralph G. Hester, *Dean of Students and Professor of Education*

B.S., M.S., North Texas State College; Ed.D., University of Texas

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B.A., Princeton University; M.A., Ph.D., University of Rochester

Helen Wallace Mims, *Associate Dean of Students and Assistant*

Professor of Psychology and Education

B.S., Winthrop College; M.A., Teachers College, Columbia University

Yates M. Forbis, *Librarian*

B.S., M.A., Appalachian State Teachers College; M.S., Columbia University

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 B.A., Presbyterian College; M.A., University of South Carolina;
 B.D., Columbia Theological Seminary; Th.M., Princeton Theological Seminary;
 Th.D., Union Theological Seminary; D.D., Presbyterian College
- Carl D. Bennett, *Acting Professor of English*
 B.A., Emory University; M.A., Emory University
- Cordelia M. Birch, *Professor of Classics*
 B.A., M.A., Ph.D., Washington University
- Philip Leslie Bullock, *Professor of Bible*
 B.A., North Texas State College; B.D., Th.M., Th.D., Union Theological
 Seminary in Virginia
- John P. Daughtrey, *Professor of Psychology and Education*
 B.S., University of Virginia; M.S., University of North Carolina;
 D.Ed., University of Florida
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 B.A., Grand Island College; M.S., University of Nebraska;
 Sc.D., University of Michigan
- Harry L. Harvin, *Professor of History*
 B.A., Wofford College; M.A., Ph.D., Duke University
- David B. Hawk, *Professor of Sociology*
 B.A., Iowa State Teachers College; M.A., University of Chicago;
 Ph.D., Duke University
- Lindsey M. Hobbs, *Professor of Chemistry*
 B.S., The Citadel; M.S., University of Alabama; Ph.D., University of Chicago
- Margaret Helen Ingram, *Professor of Elementary Education*
 B.S., Wake Forest College; M.A., Ph.D., University of North Carolina
- Woodrow W. Powell, *Professor of English*
 B.S., Georgia Teachers College; M.A., Ph.D., Duke University
- Carol Robertson, *Professor of History*
 B.S., George Peabody College; M.A., Columbia University
- Helen Rogers, *Professor of Theory*
 B.M., Susquehanna University; M.M., Northwestern University;
 Ph.D., Indiana University
- Margaret Bowen, *Associate Professor of Bible and Christian Education*
 B.S., Mary Baldwin College; M.A., Columbia University
- Mary Elizabeth Burns, *Associate Professor of Home Economics*
 B.S., M.A., Woman's College of the University of North Carolina
- Grant O. Folmsbee, *Associate Professor of Psychology and Associate Director of
 the Guidance Center*
 B.A., Syracuse University; S.T.B., Berkeley Divinity School;
 M.S. in Ed., Central Missouri State College
- Robert K. Gustafson, *Associate Professor of Bible*
 B.A., University of California at Los Angeles;
 B.D., and Th.M., Union Theological Seminary in Virginia
- Rufus R. Hackney, Jr., *Associate Professor of Physical Education*
 B.A., M.A., University of North Carolina

- James F. Hubbard, *Associate Professor of German and Bible*
B.A., University of Richmond; B.D., Union Theological Seminary;
Th.M., Pittsburgh-Xenia Seminary
- Floyd E. James, *Associate Professor of Mathematics*
B.A., Hanover College; M.A., University of North Carolina
- Thomas H. Johnson, *Associate Professor of English*
B.S., Wake Forest College; M.A., George Peabody College for Teachers
- W. Paul Lewis, *Associate Professor of Chemistry and Physics*
B.S., Wake Forest College; M.A., East Carolina College
- Leta W. McIntyre, *Associate Professor of Business Education*
B.S., Winthrop College; M.Ed., Woman's College of the University of North Carolina
- *Jean Bellingrath Mobley, *Associate Professor of Mathematics*
B.A., Agnes Scott College; M.A., University of North Carolina
- William H. Morgan, *Associate Professor of Mathematics*
B.S., Appalachian State Teachers College; M.A., University of North Carolina
- Genevieve M. Neighbors, *Associate Professor of Education and Social Science*
B.A., Flora Macdonald College; B.A., University of North Carolina
M.A., University of North Carolina
- Lawrence M. Skinner, *Associate Professor of Voice*
B.S., B.M., M.A., Ohio State University
- Gentry W. Wade, *Associate Professor of Business and Economics*
B.S., Oregon State College; M.A., New York University
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B.A., University of North Carolina; M.M.E., Indiana University
- John E. Williams, *Associate Professor of Organ*
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B.S., in Ed., Ohio University; M.M.Ed., Florida State University
- Robert Marston Clifton, *Assistant Professor of Spanish*
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B.A., Furman University; M.A., University of South Carolina;
M.A., George Peabody College
- Doris H. Hawse, *Assistant Professor of Biology*
B.A., M.A., University of Alabama

*On leave 1961-62

- G. Jemison Hoskins, *Assistant Professor of Art*
B.A., University of Florida; M.A., University of North Carolina
- Lewis H. Hoy, *Assistant Professor of Piano*
B.A., Luther College; M.M., Florida State University
- Ruby Taylor Miller, *Assistant Professor of Home Economics*
B.S., Appalachian State Teachers College; M.S., University of Tennessee
- Catharine E. Neylans, *Assistant Professor of French and
Coordinator of the Language Laboratory*
B.A., Wesleyan College; M.A., University of North Carolina
- James B. Ollis, *Assistant Professor of Physical Education*
B.S., M.A., Appalachian State Teachers College
- Joseph R. Pearce, *Assistant Professor of Business Education*
B.S., East Carolina College; M.A., East Carolina College
- Anneliese Schober, *Assistant Professor of Voice*
B.M., M.M., Converse College
- Charles T. Smith, *Assistant Professor of French and Spanish*
B.A., Mexico City College; M.A., East Carolina College
- Julia R. Spencer, *Assistant Professor of Business and Economics*
B.A., M.A., East Carolina College
- Maurice R. Stirewalt, *Assistant Professor of Mathematics and Political Science*
B.S., M.A., Appalachian State Teachers College
- William J. Thomas, *Assistant Professor of English*
B.A., M.A., University of Michigan
- Margaret A. Tufts, *Assistant Professor of English*
B.A., Agnes Scott College; M.A., University of North Carolina
- Miriam Watson, *Assistant Professor of French*
B.A., Flora Macdonald College; M.A., Appalachian State Teachers College
- H. W. Vandersall, *Assistant Professor of Mathematics*
B.A., College of Wooster; M.S., University of Chicago
- L. Ramon Veal, *Assistant Professor of English*
B.A., Presbyterian College; M.A., Tulane University
- *Florence Hellekson, *Instructor in Business Education*
B.A., Limestone College
- *Sarah E. Johnson, *Instructor in Spanish*
B.A., Wake Forest College
- *Doris L. West, *Instructor in Strings*
B.M., Converse College

*Part time.

PART-TIME TEACHERS IN ADULT EDUCATION

- Victor William Wolf, B.A., M.A., Norges Handelshoyskole, Bergen (Norway)
- James Hugh Wease, B.S., East Carolina College
- Elizabeth Medlin, B.A., Duke University

APPENDIX

SCHOLARSHIPS, LOAN FUNDS, FOUNDATIONS

Honors

In addition to the endowed scholarships listed below, St. Andrews Presbyterian College will offer special annual scholarships using funds which are donated by generous individuals for this use.

There are four types:

Vardell Scholarships (six)
Valedictorian Scholarships
Salutatorian Scholarships
Honor Students (12)

Anyone who receives a scholarship, whether on basis of mental ability or need, is honored by the College. Below are listed a number of donors and funds for scholarship purposes.

Scholarships

The Albemarle, Granville, Kings Mountain, Orange and Wilmington Presbyterian Scholarships.
Alumnae Class of 1945.
Alumnae Class of 1950.
Alumnae Class of 1953.
The W. H. Belk Memorial Fund.
The Edward Earl Bell Memorial.
The Mrs. J. F. Blue Memorial Scholarship.
The James Boyd Memorial Scholarship.
The James P. Brawley Music Scholarship.
The Rowland A. Brown Scholarship.
The W. C. Brown Scholarship.
The Andrew Bryson Fund.
The Paul Lindsay Cashion, Jr., Memorial Fund.
The Fred C. Cashwell Memorial Fund.
Class of 1957 of Flora Macdonald College.
The Emily Faucette Cooper Scholarship.
The James Cowan, Sr., Memorial Fund.
The Georgine Gregg Danby Scholarship.
The James Dinwiddie Scholarship.
The Elise Memorial Fund.
The Lilly Bitting Farish Chair of Business Administration.
The Warren Ficklen Memorial Fund.
The Frank Fisler Memorial Fund.

The N. N. Fleming Scholarship.
Flora Macdonald Class of 1961.
The Alma Greene Frye Scholarship Fund.
The C. M. Gibbs Scholarship.
Gillespie (E. E.) Scholarship Fund.
The Elizabeth Monroe Taylor Gilmour Memorial Scholarship.
The Margaret Fraser Gluck Scholarship.
The Ella and Anna Graham Fund.
The Mr. and Mrs. Ernest Graham, Sr. Scholarship.
The Kate Fields Grannis Scholarship.
The Margaret Smith Griffin Scholarship.
The Sheriff John Wesley Hall Scholarship.
The Sallie McCall Hamer and Robert Pickett Hamer Scholarship.
The Margaret McKinnon Hawley Memorial Scholarship.
The Mildred Johnston Hay Scholarship.
The Jane Flow Henderson Memorial Scholarship.
The Joseph Eli Henderson Memorial Scholarship.
The John L. and Janie J. Henry Memorial Fund.
The Martha A. Holt Scholarship.

The Andrew J. Howell Memorial Fund.
 The Franklin L. Hyndman Memorial Scholarship.
 The Walter James Memorial Fund.
 The Lacy John, Jr. Memorial Fund.
 The John Knox Fellowship Scholarship Fund.
 The Minnie Melvin Johnson Memorial Scholarship.
 The Paul Guthrie Jones Scholarship.
 The Mary McNair Jones Chair of Bible and Religious Education.
 The Mary Burwell Lacy Scholarship.
 The George Anderson Little Memorial Fund.
 The Katherine Livingston Memorial Scholarship.
 The Mary Patterson Livingston Memorial Scholarship.
 The Mattie Livingston Memorial Scholarship.
 The John D. Malloy Scholarship.
 The Mebane Presbyterian Church Scholarship.
 The Pilot Mills Scholarship.
 The B. F. and Bettie L. Montague Scholarship.
 The Evelyn Sellers Morgan Memorial Fund.
 Mark Morgan Scholarship.
 The James E. Morrison, Jr. Memorial Fund.
 The Kings Mountain Presbytery Scholarship.
 The Colin Shaw McArthur Memorial Fund.
 The Dr. David McBryde Scholarship.
 The Hattie McBryde Memorial Scholarship No. 1.
 The Hattie McBryde Scholarship No. 2.
 The Ryan McBryde Memorial.
 The Daniel Archibald McCormick Scholarship.
 The Bessie McNeill McEachern Memorial Scholarship.
 The Eliza J. McFarland Scholarship.
 The Margaret Morgan McGuire Scholarship.
 The Evelyn Stafford McKay and Daniel John McKay Memorial Fund.
 The George Carmichael McKay Memorial Fund.
 D. P. McKinnon Scholarship.
 The John W. McLaughlin Scholarship.

The Anstress McLean Memorial Scholarship Fund.
 The A. H. McLeod, Sr. Scholarship.
 The Andrew Calhoun McLeod Scholarship.
 The Flora McLean McLeod Memorial Scholarship.
 The Mary Stewart McLeod Gift.
 J. L. McMillan Scholarship.
 The James L. McNair Scholarship.
 The Ellen McNeill Scholarship.
 The Ellen McNeill Scholarship Fund.
 The William and Ida Carmichael McQueen Scholarship.
 National Merit Scholarships.
 The Garland C. Norris Company Scholarship.
 The Orange Presbyterial Scholarship Fund.
 The Florence Amelia Burnett Pace Memorial Fund.
 The Sallie McNair Pate Scholarship.
 Currie and Patterson Memorial Fund.
 The Rosa Withers Patterson and William S. Patterson Scholarships.
 The Elizabeth Bellamy Peele Scholarship.
 The Lawrence Peterson Memorial Fund.
 Evelyn Butler Phillips Memorial Scholarship Fund.
 The Benjamin Douglas Purcell Memorial Fund.
 The Raleigh High School Scholarships.
 The Annie Ray Memorial.
 Reidsville First Presbyterian Church Scholarship.
 The Margaret Rhodes Scholarship.
 The Elsie Robertson Art Scholarship.
 The St. Andrew's Society Scholarship No. 1.
 The St. Andrew's Society Scholarship No. 2.
 St. Cecilia Music Club Scholarship Fund.
 The Jessie Schoellkoff Scholarship.
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 The June J. Spencer Scholarship.
 The Pauline Judson Stamps Memorial Scholarship.

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The Lucy Steele Memorial Scholarship No. 1	The Thomas Stamps and Alonza L. Walker Scholarships.
The Lucy Steele Memorial Scholarship No. 2	The Leo and Ella Wallace Scholarships.
The Lucy Steele North Carolina Scholarship.	The A. H. White Memorial Fund.
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J. D. Swinson Loan Fund.	The J. Harvey White Memorial Scholarship.
The Synodical Chair of Bible Endowment Fund.	The Mary Gale Carter White Scholarship.
Harry H. Tittsworth Scholarship Fund.	The J. P. Wiggins Memorial Fund.
The Edward Townsend Memorial Fund.	George M. Wilcox Memorial Bible Endowment.
The Katherine Allen Vardell Scholarship.	The Jessie Candler Willard Fund.
The Charles G. Vardell Education Fund.	The Marion Stokes Williamson Work-Grant Fund.
The Jane Dickson Bell Vardell Scholarship.	The Wilmington Presbyterial Scholarship Fund.
The Linda Vardell Music Scholarship.	The Osteen-Woodson Scholarship.
	The Bettie Vaiden Wright Scholarship.

Loan Funds

LOAN FUNDS. The Masonic Loan Fund, The John F. McNair Loan Fund, The James L. McNair Loan Fund, The Andrew Bryson Loan Fund, The John Robert Sloan Memorial Loan Fund, The J. D. Swinson Loan Fund, and others, which are available upon application.

THE JENNIE E. ALEXANDER STUDENT LOAN FUND. A bequest from the will of Mrs. Jennie E. (Bidleman) Alexander, the net income to be applied toward loans to capable and worthy students at St. Andrews Presbyterian College who would be unable to enter or remain in school without such assistance. Amount \$15,000.00.

THE NATIONAL DEFENSE STUDENT LOAN PROGRAM. The National Defense Education Act, passed by the Senate and the House in August, 1958, and signed into law by President Eisenhower on September 2, authorizes more than one billion dollars in Federal aid to education.

Title II of this act provides for loans to worthy and needy students in institutions of higher education. Assistance is in the form of loans that bear no interest until repayment begins, and the borrower is not required to begin repayment until he has been out of school for one year. Up to \$1,000 a year for five years may be borrowed under the conditions of this act.

Special consideration is given to current students, and incoming freshmen, with superior academic backgrounds who plan to become elementary or secondary school teachers, or to students whose academic back-

ground indicates a superior capacity for, or preparation in, science, mathematics, engineering, or a modern foreign language. The loan fund is also "reasonably available" to all students who meet the eligibility requirements.

THE PICKETT AND HATCHER EDUCATIONAL FUND grants loans to students who are accepted by the Board of Trustees of the Fund. Loans bear interest at the rate of 2% per annum during the time the student remains in college. Four months after leaving college, the rate changes to 4% per annum.

THE STANBACK STUDENT LOAN FUND is to be used to aid worthy and promising students who could not otherwise meet their college expenses. Loans from this fund are to be secured by promissory notes bearing interest at the rate of 3% per annum. These notes are to be repaid within a reasonable time after the recipient has completed his formal education.

STATE LOANS FOR PROSPECTIVE TEACHERS: These are available from the N. C. Department of Public Instruction. Applicants may gain additional details by writing the Department.

Foundations

THE JULIA BRIDGES ASHLEY MEMORIAL FOUNDATION. Established by H. Bascom Ashley, Jr., in memory of his mother.

THE BIRTHDAY LOYALTY FUND. Established by the Alumnae in honor of Dr. Charles G. Vardell for college endowment. The goal of the Alumnae is \$100,000.

THE W. STANLEY DAVIS BEQUEST to be used for educational purposes. Amount \$2,000.

THE MRS. MARGARET J. DENNY BEQUEST to be used for educational purposes. Amount \$3,981.74.

THE DAVID FAIRLEY CHAIR. Established by Elder Neil S. Blue in honor and memory of his pastor, Rev. David Fairley, D.D. The interest to be applied to the Chair of Chemistry and Physics.

THE GRANTHAM MEMORIAL. Established by Emma Grantham Willis, Hiram and Reid Grantham in loving memory of their parents, Mr. and Mrs. Hiram Grantham. Mrs. Grantham was an alumna of the college, and Mr. Grantham was for many years an honored trustee.

H. G. HILL MEMORIAL FOUNDATION. Established in memory of the late Rev. H. G. Hill, D.D., by his friends, especially those in the congregations of the Maxton and Centre Presbyterian Churches. The interest to be applied to the Latin Chair.

JAMES A. MACDONALD PROFESSORSHIP. Established by the late Dr. James A. Macdonald of Toronto, Canada, to be applied to the Chair of History.

THE SARAH CRAIG MCLEOD BEQUEST to be used "for religious, charitable and educational purposes." This bequest was made in memory of her beloved husband, Walter McLeod. Amount \$15,228.

THE KATE BITTING REYNOLDS BEQUEST for the Christian training of young women at St. Andrews Presbyterian College. Amount \$50,000.

MRS. J. HENRY SMITH CHAIR OF BIBLE. Endowed by Mrs. Lunsford Richardson in honor of her mother.

THE WATTS' FOUNDATION. Established by Mr. George W. Watts, of Durham. This consists of a fund of \$50,000, the principal being a permanent investment and the interest used for the good of the college according to the decision of the authorities.

THE WHITE CHAIR OF BIOLOGY. Endowed by J. Harvey White, William Elliot White, and Mrs. Mary White Carlton, in honor of their parents, James Wilson and Emma Holt White.

THE SYNODICAL AUXILIARY WHITE CROSS INFIRMARY ENDOWMENT. Given by Synodical of North Carolina.

INDEX

A

Academic Program	31-38
Courses of instruction, 39-78	
Curriculum 35, 36	
Accounts Due	27
Acceptance at St. Andrews	17
Accreditation	7
Administration, Officers of	80
Admissions	14
Types of Admissions	15
Admission Procedure	16
Acceptance	17
Adult Education	35
Advanced Placement	15
Aim	5
Appendix	84-88
Application for admission	14-17
Deadline, 16	
Deposits, 17	
Fee, 17	
How to file, 16, 17	
Applied Mathematics	61
Applied Music	69-73
Band and Orchestra, 72	
Flute, 72	
Organ, 70	
Piano, 69, 70	
Violin, 71	
Voice, 70, 71	
Art	40
Athletics	19, 76-78

B

Bible	41, 42
Bible and Christian Education	41, 42
Biology	73-74
Board (food service)	25
Board of Trustees	79
Buildings Description	9-13
Business Administration	43
Business & Economics	42-46
Business Course, Two-year	43

C

Calendar of Events	2
Campus Description	9-13
Chemistry	74, 75
Christianity & Culture	
Program	39-42
Christian Education	42
Class Attendance	34
Classification	33
Class Standing	33

College Board Examinations	16, 17
Consolidated Colleges	6-9
Flora Macdonald, 6, 8	
Peace, 6, 8	
Presbyterian Junior, 6, 8-9	
Control and ownership	7, 8, 9
Cooperative Degree Programs	36-38
Engineering, 36	
Medical Technology, 37	
Nursing, 37, 38	
Correspondence Work	35
Curriculum	35-36
Counseling	23
Courses of Instruction	39-78

D

Deferred Payments	27
Degrees Offered	35

E

Economics	45
Education	46
Education and Psychology	46-49
English	49-51
Expenses and Fees	25
Board and Room, 25	
General and Miscellaneous, 26	
Music, 25	
Tuition, 25	
Entering St. Andrews	16
Expenses to the Student	25-26

F

Faculty	80-83
Fees and Expenses	25
Board and Room, 25	
General and Miscellaneous, 26	
Music, 25	
Tuition, 25	
Financial Aid	28-30
Availability, 28	
Grant-in-Aid, 29	
Laans, 29	
Other Sources, 30	
Renewal Financial Aid, 30	
Scholarships, 29	
(See also Appendix	
Pages 86, 87)	
Foundations	87-88
Foreign Languages	51-55
French	51-52

INDEX

G

General Information	6
General and Miscellaneous Fees	26
General Service Fee	26
Geography	57
German	53
Grading System	32
Greek	53
Guidance and Counseling	23-24

H

Health Service	22
History of College	7-9
History	55-56
High School Requirements	16-17
History, Political Science and Sociology	55-57
Honor Scholarships	29
Home Economics	57-59
Honor Code	18-19
Housing and Meals	25

I

Infirmary	22
-----------------	----

L

Latin	53-54
Laundry Rental Service	27
Loan Funds	29, 86-87

M

Major Fields	36
Mathematics	59-61
Meals	25
Motor Vehicle Use Permits	22
Music Conservatory	62-73
Music Education	73
Music Fees	25

N

National Defense Student Loan	86
Natural Sciences	73-75

O

Objectives of College	5
-----------------------------	---

P

Physics	75
Physical and Health Education	76-78
Physical Training	76-77
Placement Service	24
Political Science	56
Presbyterian Guidance Center	23-24
Psychology	48-49

Q

Quality Points	32
----------------------	----

R

Reading Center	24
Re-Admission	33-34
Refunds	27
Registration	31
Religious Life	20-21
Requirements for Degree	35
Residence Requirements	32
Room Rent	25

S

Scholarships, Loan Funds and Foundations	84-88
Sociology	57
Spanish	54-55
Student Government	18-19
Student Insurance	27
Student Life	18-24
Student Load	31
Student Program	31
Summer School	34
System of Grading	32

T

Types of Admission	15
Transfer Students	15
Tuition, Regular	25
For Music Majors, 25	

W

Withdrawals	27, 32
-------------------	--------

THE COVER

On the cover is pictured the brilliantly colored mosaic wall facing the entrance to the Liberal Arts and Science Building. The long color sweep is envisaged as the stream of human history. The thousands of tiny glass mosaics are placed to form many symbols of light and sombre colors which themselves remind viewers of periods of enlightenment and darkness. At the beginning (left on back cover) is a hand representing the Creator followed by the fire, wheel, ziggurat, tablets of law and scroll which represent man's early development and knowledge of nature and God. The star and circle represent the incarnation which sheds light on every aspect of life including the branches of education (arts, literature, mathematics) and which draws followers as symbolized by the shielded cross of St. Andrew. The climax is the unfurled banner of the resurrection and church triumphant.



